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International Directory of Audio-Visual and Programmed Foreign Language Courses and Materials. Preprints, Part 3.

Institut fur Kommunikationsforschung, Berlin (Germany). Documentation Div.

Spons Agency-Pedagogical Center, Berlin (West Germany)

Pub Date Oct 64

Note-316p.; Preprint of the results of a survey questionnaire for the participants in the International Conference on Modern Foreign Language Teaching, Berlin, August 31-September 5, 1964.

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Descriptors-*Audiovisual Aids, Course Content, *Course Descriptions, Course Objectives, Course Organization, Directories, Instructional Materials, *Language Instruction, Language Learning Levels, Language Tests, Modern Languages, *Programed Materials, *Questionnaires

A directory of over 20 foreign language courses lists classes alphabetically by student language and target language. The course information refers directly to the questionnaire, duplicated at the beginning of the directory, which covers general information, course availability, area of use, principles and goals, organization, tests, auditory components, static visual aids, motion pictures, programed materials, and comments. An abbreviated key to course entries, based on the questionnaire, is also included for convenience. (AF)

# INTERNATIONAL CONFERENCE
# MODERN FOREIGN LANGUAGE TEACHING

ED027790

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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## PREPRINTS - PART 3 :

## International Directory of Audio-Visual and Programmed Foreign Language Courses and Materials

compiled by
Institut für Kommunikationsforschung
Documentation Division

published by
Pädagogische Arbeitsstelle and
Sekretariat Pädagogisches Zentrum
BERLIN October, 1964

FL 001 199

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# INTRODUCTION

## A Preliminary Disclaimer.

This compilation in its present form lays no claim to inclusiveness, accuracy, or even the efficient ordering of its entries. It represents merely the transcription into a standard format of the initial replies received by the Institut für Kommunikationsforschung (hereafter referred to as the IKF) as a result of a survey questionnaire mailed to all the possible sources of information known at that time to the IKF. The questionnaire was sent out in late June of 1964, during what is the summer and academic vacation period in many parts of the world. After the inevitable delay of postal transmission, a steady flow of replies has started to come in. The entries in this edition represent the usable replies received by the 20th of August. From this short account it is obvious that the compilation was prepared in great haste in circumstances that permit no illusions about its completeness or accuracy. The sole justification for this precipitation was the desire to have some information, however fragmentary, ready in time to put into the hands of the participants in the important international Conference on Modern Foreign Language Teaching held at Berlin from 31 August to 5 September 1964 under the joint sponsorship of the Pädagogische Arbeitsstelle Berlin, the Sekretariat Pädagogisches Zentrum and a multinational group of educational associations.

## Purpose.

Even in its present form it is felt that this Directory can perform some useful services. Persons consulting it may discover interesting courses they had not known about. Moreover, its very imperfections and lacunae may stimulate the submission not only of corrections and amplifications of the reported data but also of detailed course descriptions absent from the present list. With this possibility in mind, the full text of the original questionnaire is reprinted immediately after this introduction. Readers of the Directory who are in a position to furnish information for the coming revised and greatly expanded edition are urgently solicited to do so with the help of this questionnaire and to call it to the attention of other possible contributors.

## Arrangement and Use.

Time was too short and the information received far too incomplete to make possible or to justify the effort that would have been required to prepare the various indices, cross-references, charts and tabulations that are essential if the Directory is to be an efficient working tool. In fact, the manner in which it had to be compiled and reproduced permitted only the most casual grouping of the entries themselves, purely on the basis of target languages, with some slight further classification by student language within these groups. Within each entry the order and numbering of the items correspond to those of the questionnaire; however, the eliciting questions are reproduced only for the first seven items, those that permit rapid identification of the course being described. The remaining questions have been omitted to save space. In order to facilitate the interpretation of these unidentified, often cryptic items, the abbreviated text of the questionnaire has been reproduced on a fold-out sheet; in this way, the reader will be able easily to confront the questions and their corresponding answers. The bulk of the reports were transcribed from replies to the questionnaire but within the narrow limits imposed by the approaching deadline, recourse was also had to a sampling of those publishers' catalogues that offered enough details for a partially complete description to be extracted or extrapolated from them. The information for such entries is in general more uncertain and incomplete than for the others. In either case, the source for the information --- to the extent that the source could be identified --- is indicated at the head of each entry: whether it was the author, editor, publisher or distributor, in reply to the questionnaire (Q) or by interpretation of a catalogue (C). In general, the absence of a numbered item from an entry signifies either that the reply is negative or that the question is inapplicable to the course, though this is not necessarily true for entries based on publishers' catalogues. There is also some inconsistency in the sense that negative replies were occasionally left in the transcription that properly should have been omitted.

## The Next Steps

During the coming months the IKF expects to obtain a much more comprehensive picture of the field. It will concentrate its effort on securing descriptive data from the most authoritative source, namely course authors, who are in the best position to state what they have put into their courses, or at least what they intended to put into them. The bulk of the information now being accumulated concerns course ensembles with important audio-visual components but the area of inquiry must be widened in two directions: on the one hand to include audio-visual materials that, without themselves constituting an integral course, can serve as complements to other courses and on the other hand to include pedagogically significant textbooks without audio-visual features. To neglect linguistically sophisticated and psychologically sound texts on the grounds that they are not accompanied by audio-visual aids would be an act of crippling dogmatism. However embracing the ambitions of the Directory, though, it is true that it would be perfectly impractical and otiose to try to include in it entries for the incalculable mass of foreign language texts that circulate in the world today. Yet even if it is selective, the Directory must find some means of indicating the material that was considered for inclusion but rejected. Otherwise the unwary or too credulous reader, finding no mention of a particular course, will conclude that it has been judged unworthy when in fact it may simply not yet have come, or come too late, to the attention of the IKF.

At any event, in 1965 the IKF plans to issue a reasonably comprehensive listing, a proper first edition, of which the present publication is merely a harbinger. That publication, a purely descriptive one like the present one, will be furnished with the rational organization, the indices and cross-references that are here lacking. It will probably prove necessary and convenient to issue the directory as a series of fascicles, each devoted to a particular target language or language group.

At the same time that it is preparing this publication, the IKF will be attempting to assemble a collection of complete courses or characteristic samples of them; this activity, together with other undertakings of the IKF's Documentation Division to be mentioned below, will lay the groundwork for the gradual transformation of the Directory, in editions subsequent to the first, from a purely descriptive listing into a critical and evaluative one. The exact lines of this development have not yet been charted in detail, but they will probably involve some combination of analyses by IKF staff and outside experts, reports from competent users about their experience with the materials and abstracts and citations of reviews in professional journals.

Relation to Other Compilations.

It must be emphasized that the IKF Directory is not intended to compete with but rather to complement compilations by other agencies, for examples the very useful MLA Selective List of Materials published by the Foreign Language Materials Center of the Modern Language Association of America, 4 Washington Place, New York, N.Y. The IKF Directory aims for no such broad coverage of all the various possible materials useful for teachers and their classes as characterizes the MLA List; on the other hand, for those course elements that it does cover, it hopes to provide the arena for a profitable confrontation of stimulating pedagogical ideas and innovations contained in courses of varied national origin, addressed to academic and non-academic language learners at all ages and levels. For that reason, too, it will particularly exert itself to go beyond the range of commercially published and widely available course materials in order to describe significant material under development or courses limited to experimental or specialized use and not intended for general distribution, yet capable of opening interesting vistas to other workers in the field. The IKF offers and accepts full-hearted cooperation with all other agencies engaged in endeavors along lines parallel to its own.

## Complementary Projects of the IKF.

It has been recently made possible for the IKF to establish a Division charged with carrying out a broad program of documentation in fields relevant to language learning. Other projects of this Documentation Division stand in some relation to the Directory and merit a brief mention here. The assembly of language-course materials for display and consultation on the Heidelberg premises of the Institute has already been mentioned. Actually, the publications to be collected there are considerably wider in nature than that: they include current books, periodicals and research reports on pure and applied linguistics, learning psychology, audio-visual technology and in general whatever areas are pertinent to the problem of verbal learning. These collections will serve as the basis initially for a regular bibliographical publication to which, in time and given adequate resources, the IKF hopes to add a periodical "Review of Reviews" and eventually a microfiche documentation service for scholars and practitioners in the field of language learning. In another direction, the IKF has undertaken, concurrently with its work on the Course Directory, to assemble a comprehensive international listing of the electro-mechanical and audio-visual equipment manufactured or in development for the teaching of languages. The assembly of data has already begun and will presumably also lead to the publication of the first edition of an Equipment Directory in the coming year. It is the IKF's intention and hope, with these varied projects, to answer widely felt needs and to make its contribution to the growing revolution in human communications that marks our era.

Institut für Kommunikationsforschung
69 Heidelberg
Scheffelstrasse 5

A

## METHOD OF APPLICATION

Preprints Part 3 of "Modern Foreign Language Teaching" is here set out in the form of a loose leaf collection.

The order in which the courses have been presented is determined by two criteria: firstly, according to the respective Target Languages, which are arranged in alphabetical order; and secondly according to the Student Languages, likewise alphabetically arranged. Any further subdivisions have not been attempted. The Target Language and Student Language, abbreviated according to their English designations, are also to be found in the upper right hand corner of each page. Abbreviations are as follows:

| | | | |
|---|---|---|---|
| aL | all languages | Ia | Japanese |
| Ar | Arabic | Ig | Igbo |
| Ch | Chinese | It | Italian |
| Ea | English, American | (Ja) | Japanese, see Ia |
| Eb | English, British | La | Latin |
| En | English | Pb | Portuguese, Brazilian |
| Fr | French | Pe | Persian |
| Ge | German | Ru | Russian |
| Gr | Greek | Sa | Spanish, South American |
| Ha | Hausa | Sl | Several languages |
| Hu | Hungarian | Sp | Spanish |
| | | Yo | Yoruba |

To take an example: GeEn signifies that the Target Language is German, and the Student Language English.

The numbers to be found before each point in the descriptions of the individual courses refer to the "Key to Course Entries" included at the end of this volume.

Further pages may be inserted to supplement the present collection either according to the principles we have ourselves employed, or according to any other criteria you may find appropriate.

An index to the courses here set forth has not been included.

S.1

# INSTITUT FUR KOMMUNIKATIONSFORSCHUNG

# SURVEY OF

# AUDIO-VISUAL LANGUAGE COURSES

**Notes :**

a) Separate replies for each course reported.
b) Omit negative replies or replies to inapplicable questions, but label each reply given by its identification number in this survey.
c) For inclusion in the first, preliminary edition of the IKF directory, due out in early fall, reply promptly and post by air mail to the most convenient of the following addresses :

A.P. van Teslaar
Education Office
SHAPE, Paris (France)
(For U.S. mail, add : APO 55, c/o PM, NY, NY)
(For U.K. mail, add : B.F.P.O. # 6)

H. Walz
Institut für
Kommunikationsforschung
69 Heidelberg
Scheffelstrasse 5

* * * * * * * * * * *

## General data

1. Language of study (as specifically as possible. E.g. American English, Brazilian Portuguese, Egyptian Arabic, Mandarin Chinese).

2. Intended for students of what native language ? (If use of course is not in part or in whole limited to native speakers of a particular language, so state.)

3. Name of course. (If course is frequently referred to by other names, e.g. "Glastonbury Course", "Saint-Cloud Course", indicate these names in parentheses.)

4. Course author(s). (Include, when appropriate, official title, academic affiliation, etc. Also list, and indicate as such, any persons who played major roles as advisors or consultants in developing or reviewing the course.)

5. Date course completed or published. (Indicate date of original edition and number and date of most recent revised edition, not reprinting.)

6. Summary of components. (E.g. Teacher's manual, 75 pp. ; student text, 238 pp, workbook, 58 pp.; 20 tapes ; 30 wall charts.)

## Availability

7. Public distribution is authorized. Name of publisher and distributor. (Including exclusive distributors for foreign countries.)

8. The course is in development. Anticipated or scheduled

termination date. (If publication is already assured, reply to question # 7.)

9. Cost. (If components are separately available and separately priced, list price for each component. Note any special prices or conditions for bulk orders, specimen sets, etc.)

10. Public distribution is not/will not be authorized or is/will be subject to restrictions (Explain : e.g. Used for purely experimental purposes. Restricted to sponsoring agency or institution. Still in tentative form ; specimen lessons or preliminary text available for examination upon request to)

## Area of use

11. Course level. (As precisely as possible. E.g. Elementary. Successor to Course ... Second year of university study.)

12. Intended primarily for class or self study ?
13. Particular field of application (as specifically as possible. E.g. UK primary school, ages 7-9. German secondary school, Sekunda, ages 15-16. Adult diplomatic personnel. Oil field workers and administrators in Venezuela.)

14. Possible range of application. (E.g. Upper secondary school through adult. Adults. Oil technicians.)

## Principles and goals

15. Sources for linguistic principles and for lexical and structural items used in course. (As complete as possible. E.g. Analysis of field recordings and interviews. Lexicon (1200 items) derived from target-language children's texts. Français fondamental, 900 items. Structural weighting and vocabulary (800 active items, 1200 recognition items) based on Josselson (identify titles). Transformational or generative principles incorporated. Grammatical analysis based on Gline, Pike, etc.)

16. Summary of intended course objectives and outcomes. (E.g. Comprehend and communicate in normal social situations. Prepare for study of literature or philology. Prepare translators or interpreters. Develop accurate phonetic and intonational habits. If a more specific list of course objectives ("terminal behaviour") has guided the creation of the course, reproduce it here.)

## Course organisation

17. Total number of lessons (class and laboratory).

18. Ratio of class to laboratory sessions. (E.g. Alternating class and lab sessions. Three classes to one lab. Entirely in supervised (unsupervised) lab sessions.)

19. Recommended rhythm and duration of study. (E.g. Three one-hour sessions a week for one semester. Five hours a day, five days a week for six weeks. Indicate the acceptable or recommended range of alternate study schedules).

20. Amount of recommended home study outside class and laboratory sessions. (E.g. None. Course conceived entirely for home study. Average of two hours for each class session).

21. Typical organisation of lesson in student text. (E.g. Short dialogue - pronunciation drills - pattern drills for class (and/or laboratory) use - grammatical explanation - conversational patterns - reading texts - written exercises.)

22. In case of elementary courses, when is written text introduced ? (E.g. From start. After thirtieth lesson. Not at all).

23. Are there review lessons and what is their periodicity ? (E.g. Every tenth lesson).

24. If there is a student workbook, what types of exercise does it contain ? (E.g. Filling in slots. Translation from/into target language. Free composition on given themes).

25. What is the scope of coverage of the teacher's manual ? (E.g. General discussion of principles of applied linguistics. General methodological considerations on conduct of class and laboratory sessions. Detailed teaching plans for sample lesson(s). Teaching plans for all lessons and drills. Combination - please specify).

26. Recommended or typical activities of class sessions.(E.g. First class of unit lesson : Explain vocabulary : model dialogue, with choral and individual repetitions; questions and answers suggested by dialogue. Second class : Review dialogue; reconstruction of dialogue from memory; etc.)

Tests

27. The course includes placement or achievement tests. (Specify)

28. How many achievement tests, administered at what rhythm ? (E.g. One final test/ lasting two hours. One half-hour test every ten lessons).

29. Form of test(s). (E.g. Expendable test sheets/booklets. Tester's evaluation scale. Tapes and answer sheets).

30. Skills are measured by the text(s) (E.g. Listening comprehension. Articulation. Fluency of expression. Grammatical understanding. Reading comprehension. Oral or written translation. Combination - please specify).

31. Composition of the test(s) ? (E.g. True-false or multiple choice responses to oral statements on tape. Guided individual interview. Translation from/into target language. Reocnstruction of paradigms. Combination - please specify).

Auditory components

32. The course uses gramaphone records or magnetic tapes. (Specify

which, or both if they are available as alternates.)

33. Number, nationality and sex of speakers used in recordings. (E.g. One male native speaker. Ten male native speakers, two non-native male speakers (for instructions and explanations), four native female speakers).

34. Style of language used. (E.g. Cultivated/casual speech spoken at normal conversational speed/considerably slower than normal speed. Combination - please specify).

35. Do recordings allow time for student response between utterances ?

36. Nature of recorded material. (E.g. Dialogues. Pronunciation Exercise Drill patterns. Texts for dictation. Songs. Combination - please specify).

37. Student activities during recorded exercise. (E.g. Comprehension. Echoic repetition. Response to questions. Structural variations and transformations. Translating. Writing from dictation. Combination - please specify).

38. Is there any mode of confirmation or reinforcement of student responses ? (Please specify type, whether written or oral).

39. To what extent are written texts available and their use recommended during aural-oral drill ? (E.g. Texts of recordings not available to students. Available only after x lessons. Recommended for preliminary/subsequent study. Recommended during first quarter/second half/entire exercise).

40. If records used, specify number of record sides, speed of records, and average duration of each side. (E.g. Twelve sides, 33 1/3 speed, 1/2 hour per side. Forty-eight sides, 78 speed, six minutes per side).

41. If magnetic tape is used, specify number of tapes ; whole-, half- or quarter-track ; speed ; average duration. (E.g. Twenty half-track/ whole track tapes, 7½ i.p.s./ 9.5 cm p.s. thirty minutes each.

42. Specify calibration standard and frequency pass-band or recordings. (E.g. CCIR 70-8000 c.p.s. 2 Db. NARTB 80-6000 c.p.s. ± 3 Db.)

43. Publisher's or distributor's policy on copying of tapes. (E.g. No copies allowed ; users must order additional sets at same or reduced price. Unlimited copying from master tapes is authorized for use within purchasing school or agency).

## Static Visual Aids

44. Do images constitute an organic part of the course ? (Do not count occasional illustrations appearing in a textbook

but only cases where an important phase of class or laboratory study is organized specifically around the use of visual aids).

45. Number of lessons or study sessions involving images, average number of images per visual lesson. (E.g. Ca. 20 images each/ every other/ every third class session)

46. Are images derived from photographs or drawings ?

47. Mode of presentation of images. (E.g. Black and white/color images in student text or manual. Flannelboard figures. Wall charts. Film strips/slides. Combination - please specify. For charts, strips or slides, also indicate dimensions : e.g. Easel-mounted charts in color 2 x 3 ft. 35 mm film strips in color).

48. Contents of images. (E.g. Isolated objects. Narrative or dialogue sequences. Written text. Structural schemata. Combination - please specify).

49. Mode of use of images. (E.g. In class. In laboratory. To replace text. To complement motion pictures. To communicate lexical meanings. To reinforce structural patterns. To provide non-verbal and situational clues for student response. Combination - please specify).

## Motion Pictures

50. The course includes motion pictures. Specify dimension, black-and-white or color, silent or optical/magnetic sound, running speed. (E.g. 8/9.5/16/35 mm black-and-white magnetic sound film, 24 frames per second).

51. The course includes videotapes. Specify tape width, running speed (E.g. 2 in. tape, 7½ i.p.s.)

52. Number of films and average duration.

53. Were films prepared in target-language country?

54. Live actors or animation? If live actors, now many separate roles and actors are there? (If combination, specify).

55. Film contents. (e.g. Travel scenes with commentary. Situational dialogue. Grammatical exposition by commentator-teacher. Animated or stylized presentation of structural patterns. Combination - please specify.)

56. Relative number of sessions involving film presentations. (e.g. Every session (televised course). Every other/second/ third class.)

57. Student activities during and in conjunction with motion picture projections. (e.g. Watch and comprehend. Echoic repetition of dialogue. Respond to questions posed by film/teacher. Reconstruct commentary or dialogue of silenced projection. Combination - please specify.)

58. Major functions served by motion pictures. (e.g. Replace teacher. Communicate lexical meanings. Communicate situational and gestural contexts. Communicate information about target-language culture. Combination - please specify.)

## "Programmed" Course Materials

59. Is any part of the course programmed in frames for use with or without teaching machines? If so, what part is so programmed? (e.g. Self-teaching course, entirely programmed. Laboratory sessions. Homework assignments.)

60. Is program linear, branching, or a combination?

61. How many frames?

62. Is program available in pencil-and-paper form? (e.g. scrambled textbook. Workbooks/sheets with mask.)

63. Types of stimulus presented. (e.g. written text. Images. Tape. Combination - please specify.)

64. Types of student response elicited. (e.g. multiple choice, written. Constructed response, written. Verbal response. Combination - please specify.)

65. Modes of confirmation or reinforcement. (e.g. written. Auditory. Combination - please specify.)

66. If program available for teaching machine, in what form? (e.g. cards, sheets, scrolls, microfilm/fiche, filmstrips/slides, magnetic tapes, motion pictures, computer program. Combination - please specify.)

67. If program is designed for use with a particular teaching machine, identify the machine. (e.g. autotutor Mark II. TMI MinMax. IBM 709 computer. Experimental or prototype machine - brief description.)

## General Observations and Comments

68. Additional or expanded remarks about features of the course not covered or inadequately covered in this survey. (If comments refer back to a specific item of the questionnaire, identify the item number).

69. Optionally, a concise summary of the conception, plan, realization and objectives of the course, with particular attention to the principles or features that characterize it and serve to distinguish it from others. This statement, with such abbreviation as may be necessary, will be included in the published listing of this course.

70. Bibliography of reviews and discussions of the course in professional articles and reports.

Ch En

SOURCE : TAPE PUBLISHER (Q. 1964)

1. TARGET LANGUAGE.
Mandarin Chinese.

2. STUDENT LANGUAGE.
English speakers, but in part not limited.

3. TITLE.
Mandarin Chinese.

4. AUTHORS.
Bodman & Stimson.

6. COMPONENTS.
16 reels. 1 Vol-(Roman transcription) pp. 145

7. PUBLISHER OR DISTRIBUTORS.
Electronic Teaching Laboratories, 5034 Wisconsin Avenue, NW,
Washington 16, D.C.
Foy texts, apply to Center for Applied Linguistics 1755 Massachusetts Ave,
N.W., Washington 6, D.C.

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AVAILABILITY.

9. FSI tape - $51.00, 1 Vol-(Roman transcription) - $2.50.

AREA OF USE.

11. Applicable to all levels.

12. Class.

PRINCIPLES AND GOALS.

16. Comprehend and communicate in normal social situations. Develop accurate phonetic and intonational habits.

COURSE ORGANIZATION.

17. 6 units.

18. As desired.

19. As desired.

20. None.

21. Pattern drills for class and/or laboratory use.

22. As desired.

25. Script only.

26. As desired.

## AUDITORY COMPONENTS.

32. Tapes.

33. Variety of male and female speakers.

34. Combination.

35. Yes.

36. Drill patterns.

37. Response to questions. Echoic repetition.

38. Yes, 4 phase drills.

39. Not recommended.

41. 3.75 ips on 1 1/2 mil Mylar tapes.

43. Unlimited copying from master tapes is authorized for use within purchasing school or agency.

**Ar En**

SOURCE : TAPE PUBLISHER (Q., 1964)

1. TARGET LANGUAGE.
Contemporary Arabic.

2. STUDENT LANGUAGE.
English speakers, but in part not limited.

3. TITLE.
Lessons in Contemporary Arabic.

4. AUTHORS.
Ferguson and Ani.

5. DATE OF FIRST AND MOST RECENT EDITION.
1962.

6. COMPONENTS.
20 reels.

7. PUBLISHER OR DISTRIBUTORS.
Electronic Teaching Laboratories, 5034 Wisconsin Avenue, NW,
Washington 16, D.C.
For text, apply to center for applied linguistics (etc...)

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AVAILABILITY.

9. Arabic tape-$59.00. Text-Consult Cal.

AREA OF USE.

11. Applicable to all levels.

12. Class.

PRINCIPLES AND GOALS.

16. Comprehend and communicate in normal social situations. Develop accurate phonetic and intonational habits.

COURSE ORGANIZATION.

17. 20 units.

18. As desired.

19. As desired.

20. None.

21. Pattern drills for class and/or laboratory use.

22. As desired.

25. Script only.

26. As desired.

AUDITORY COMPONENTS.

32. Tapes.

33. Variety of male and female speakers.

34. Combination.

35. Yes.

36. Drills patterns.

37. Response to questions. Echoic repetition.

38. Yes, 4 phase drills.

39. Not recommended.

41. 3.75 ips on 1 1/2 mil Mylar tapes.

43. Unlimited copying from master tapes is authorized for use within purchasing school or agency.

Ea al

STATIC VISUAL AIDS.

44. Charts available.

45. 36 charts for 24 lessons.

46. Drawings.

47. Black and white in student text. Easel- or wall- mounted charts in color.

48. Isolated objects. Narrative or dialogue sequences. Structural schemata. Interior and exterior characters, objects, landscapes and scenes.

49. Laboratory and class use - to supplement text and reinforce structural patterns - facilitate identification, recognition and conversation.

MOTION PICTURES.

51. USIS-produced television programme of 130 lessons available.

52. 15 minutes each.

53. USA.

54. 8 male and female actors.

55. Travel scenes - situational dialogue - grammatical exposition by teacher - stylized presentation of structural patterns.

56. Every session (televised course).

57. Watch and comprehend - echoic repetition of dialogue - respond to questions posed on film.

58. Teach English - communicate information about target-language culture.

GENERAL OBSERVATIONS AND COMMENTS.

69. Text suitable for home-study course with records.

Ea al

SOURCE : PUBLISHER (Q. 1964).

1. TARGET LANGUAGE.
American English.

2. STUDENT LANGUAGE.
All Languages.

3. TITLE.
Let's Learn Englis.

4. AUTHORS.
Wright & McGillivray.

5. DATE OF FIRST AND MOST RECENT EDITION.
1955, 1960.

6. COMPONENTS.
335 pp. Text. Album of four 33-1/3 L. P. Records. 36 visual charts.

7. PUBLISHER OR DISTRIBUTORS.
American Book Co., New York 3, N. Y.

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AVAILABILITY.

9. Text list $1.60. Net $1.20
Records $8.00 6.00

10. Available for purchase.

AREA OF USE.

11. High school and above.

12. Both.

14. Upper secondary school through adult.

PRINCIPLES AND GOALS.

15. Experience from Bi-national Centers around world.

16. Comprehend and communicate in normal social situations. Develop accurate
phonetic and intonational habits.

COURSE ORGANIZATION.

17. 24, plus sub-units.

18. Optional, or one to one.

19. Daily lessons, four hours per lesson.

20. Uncompleted time above class lessons.

21. Short dialogue - pronunciation drills, pattern drills - grammatical explanation - conversational patterns - reading texts - written exercises.

22. From start.

23. Every fourth lesson.

25. Directions to teacher and pupil about each exercise

26. Explain vocabulary - model dialogue questions and answers - review dialogue, etc.

### TESTS.

27. Achievement tests.

28. Review tests every fourth lesson as covered.

29. Dictation.

30. Comprehension - articulation fluency - grammar - translation etc.

31. Translation from and into target language - reconstruction of paradigms.

### AUDITORY COMPONENTS.

32. Both.

33. One male, one female.

34. Cultivated and casual speech at normal conversational speed.

35. Yes.

36. Dialogues as conversation and repetition - pronunciation exercises drill patterns.

37. Comprehension - echoic repetition - writing from dictation.

38. Written and oral.

39. Use of written texts not desirable, but recommended if necessary.

40. 8 Sides, 33-1/3 rpm., 15 minutes per side.

41. 2 tapes.

43. No copies allowed.

Ea al

SOURCE : PUBLISHER (Q. 1964)

1. TARGET LANGUAGE.
Everyday American English.

2. STUDENT LANGUAGE.
No limitation.

3. TITLE.
Everyday American English.

4. AUTHOR.
Electronic Teaching Laboratories.

5. DATE OF FIRST AND MOST RECENT EDITION.
1954.

6. COMPONENTS.
150 Reels. Texts, 1 vol. 191 pp.

7. PUBLISHER OR DISTRIBUTORS.
Electronic Teaching Laboratories. 5034 Wisconsin Avenue, NW,
Washington 16, D.C.

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AVAILABILITY.

9. $270.00 set, additional texts $2.50 ea. (9 oz.)

AREA OF USE.

11. Applicable to all levels.

12. Class.

PRINCIPLES AND GOALS.

16. Comprehend and communicate in normal social situations. Develop accurate phonetic and intonational habits.

COURSE ORGANIZATION.

17. 25 lessons.

18. As desired.

19. As desired.

20. None.

21. Pattern drills for class and/or laboratory use.

22. As desired.

23. None.

24. None.

25. Script only.

26. As desired.

AUDITORY COMPONENTS.

32. Tapes.

33. Variety of male and female speakers.

34. Combination.

35. Yes.

36. Drill patterns.

37. Response to questions. Echoic repetition.

38. Yes, 4. phase drills.

39. Not recommended.

41. 3.75 ips on 1 L/2 mil mylar tapes.

43. Unlimited copying from master tapes is authorized for use within purchasing school or agency.

Ea al

SOURCE : PUBLISHER (Q. 1964).

1. TARGET LANGUAGE.
American English.

2. STUDENT LANGUAGE.
As a second language. Nationality of students not limited.

3. TITLE.
English for Today. (also NCTE Series)

4. AUTHORS.
National Council of Teachers of English.
Project Director and General Editor : William R. Slager, Department of English, University of Utah.
Chief Advisor : Bernice E. Leary.
General Advisory Board : Harold B. Allen, University of Minnesota, Chairman.
Gerald Dyskstra, Teachers College, Columbia University
Charles A. Ferguson, Center for Applied Linguistics
Archibald Hill, University of Texas
Albert H. Marckwardt, Princeton University (also representing the Modern Language Association)
Clifford H. Prator, University of California at Los Angeles
James Sledd, Northwestern University
W. Freeman Twaddell, Brown University.

5. DATE OF FIRST AND MOST RECENT EDITION.
Books I. and II published 1962; Books III and VI published 1964.

6. COMPONENTS.
Book I. , Teacher's manual, 85 pp.; student text, 167 pp.
Book II., Teacher's manual , 90 pp.; student text, 168 pp.
Book III., Teacher's manual, 104 pp.; student text, 175 pp.
Book VI, Teacher's manual, 70 pp.; student text, 276 pp.
Tapes for Book I. : Nine 5" reels of full-track tapes at 3-3/4 ips.
Records for Book I : Six 10" long-playing (33-1/3 rpm) records.

7. PUBLISHER OR DISTRIBUTORS.
Published by McGraw-Hill, Inc., Open market distribution.

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AVAILABILITY.

8. Books IV and V to be published in 1965.

9. $1.40 for each student text, with the exeption of that for Book VI, which is $1.50. $2.75 for each Teacher's text.
Tapes : $28.00 net. Records : $23.00.

AREA OF USE.

11. Secondary - Intended for grades 7 through 11-12.

12. Primarily for class study.

13-14 Suitable for use in primary school or by adults. However, aimed specifically at secondary schools.

PRINCIPLES AND GOALS.

15. Book I : 412 words (295 content words, 117 structure words).
Book II : 366 content words.
Book III : 370 content words.

16. Objective of Books I to V : "for the student to used a limited vocabulary in a carefully graded set of sentence patterns accurately and confidently in natural social situations." Objective of Book VI : to introduce the non-English-speaking student to imaginative literature in English.

COURSE ORGANIZATION.

17. Twenty-five lessons in each Book.

18. No specified laboratory schedule.

19. Each book is based on an average school year of thirty weeks, approximately one lesson per week with time for review and tests.

20. Largest proportion of time to be devoted to class study.

21. Book I : examples, pattern drills for class use, oral or written exercises.
Book II : readings examples, pattern drills for class use, reviews, comprehension questions, word study (pronunciation drill).
Book III : reading selections, understaning words, grammar (model sentences followed by oral drill and substitution exercises), composition.
Book VI : selected readings followed by comprehension questions and conversation topics including literary interpretation.

22. From the start : designed either for pure oral practice in early lessons or for combination oral and written work.

23. No review lessons within each text, since structure and vocabulary progression are carefully controlled so that each lesson reviews material of the preceding lesson. From book to book, the early lessons are review lessons.

24. No specific workbook, but each text contains substitution and transformation exercises and composition topics based on readings.

25. A teacher's edition is provided for each of the five books. This consist of a detailed teacher's section (average 85 to 100 pages) printed on colored paper and bound with the complete student text. Detailed lesson plans plus general discussion of principles and method. Special attention to pronunciation and intonation patterns.

Ea ol

26. Oral drill on example sentences using either charts (in preparation) or illustrations in the book. Choral and individual repetitions, substitution drills, repeat exercises using plurals or changing tense, etc., asking questions followed by controlled conversation.

TESTS.

30. Skills are measutred by the texts. No attempt is made to "catch" the student by offering him the possibility of using incorrect language. Evaluation of performance is, instead, based on progress in comprehension, articulation, understanding, etc., eventually including written work.

AUDITORY COMPONENTS.

32. Both tapes and records available covering Book I. (Full program for later books still in preparation.) Records and tapes carry identical material.

33. Two female, two male speakers; native Americans (central U.S.)

34. Average speech at normal conversational speed.

35. Yes.

36. Drill patterns, pronunciation exercises, substitution and transormation exercises.

37. Students are asked not only to repeat certain patterns, but also to transform patterns and structures from clue words.

38. Every response is immediately confirmed and reinforced by the correct pattern with time allowed for student repetition after the confirmation.

39. Teacher's transcript only available.

40. Six 10" LP records (33-1/3 rpm), 12 sides, approximately fifteen minutes per side.

41. Nine 5" reels of full-track tapes (3-3/4 ips.), average seventeen minutes per tape covering lessons 1 through 7, Book I.

43. Copying not permitted except by direct negotiations with publisher.

STATIC VISUAL AIDS.

44. Yes.

45. Each lesson uses functional illustrations, average every other page in early books. No illustrations in Book VI.

46. Drawings.

47. Black and white. Charts now in preparation.

48. Isolated objects for vocabulary drill and narrative illustrations for readings, grammar diagrams, etc.

49. To communicate lexical meanings, reinforce structural patterns, provide non-verbal and situational clues for student response.

GENERAL OBSERVATIONS AND COMMENTS.

69. ENGLISH FOR TODAY is distinguished from other modern textbook series, first by its carefully controlled and tightly organized progression of vocabulary and sentence patterns prepared by top U.S. scholars in hte field of English linguistics and, second, by detailed step by step instructions to teachers for the use of the audio-lingual method of presentation.

Ea Ea

SOURCE : PUBLISHER (Q. 1964)

1. TARGET LANGUAGE.
American English.

2. STUDENT LANGUAGE.
American English.

3. TITLE.
Speech Training And Correction.

4. AUTHOR.
Dr. Hendricks.

5. DATE OF FIRST AND MOST RECENT EDITION.
1962.

6. COMPONENTS.
31 reels. Text included w/set.

7. PUBLISHER OR DISTRIBUTORS.
Electronic Teaching Laboratories, 5034 Wisconsin Avenue, NW,
Washington 16, D.C.

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AVAILABILITY.

9. Tape - $110.00 (leaded on cartridges $130.-). Text - $2.00

AREA OF USE.

11. Applicable to all levels.

12. Class.

PRINCIPLES AND GOALS.

16. Comprehend and communicate in normal social situations. Develop accurate phonetic and intonational habits.

COURSE ORGANIZATION.

17. 31 units.

18. As desired.

19. As desired.

20. None.

21. Pattern drills for class and/or laboratory use.

22. As desired.

25. Script only.

26. As desired.

AUDITORY COMPONENTS.

32. Tapes.

33. Variety of male and female speakers.

34. Combination.

35. Yes.

36. Drills patterns.

37. Response to questions, echoic repetition.

38. Yes, 4 phase drills.

39. Not recommended.

41. 3.75 ips on 1 1/2 mil Mylar tapes, also available loaded in cartridges.

43. Unlimited copying from master tapes is authorized for use within purchasing school or agency.

EaEn

SOURCE : Bolt Beranek and Newman, Inc. (Consultants to Publisher) (Q. 1964)

1. TARGET LANGUAGE.
American English.

2. STUDENT LANGUAGE.
English (not limited to native speakers).

3. TITLE.
Building Words (Honor Roll No. 402).

4. AUTHOR.
Miss Renate Lepehne, programmer.

5. DATE OF FIRST AND MOST RECENT EDITION.
1962.

6. COMPONENTS.
200 frame roll.

7. PUBLISHER OR DISTRIBUTORS.
Honor Products Company 19 Belmont Street Cambridge Massachusetts.

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AVAILABILITY.

9. $2.50 (used in machine $15.00).

AREA OF USE.

11. Junior high.

12. Self-study.

13. USA grades 7-9.

14. Enrichment for USA grades 4-7; review or remedial for USA grades 9-12 or adult; non-natives.

PRINCIPLES AND GCALS.

15. Derived from classroom teacher's experience plus target-language texts.

16. Teach roots, prefixes and suffixes and begin word analysis.

COURSE ORGANIZATION.

17. 2-3 hours study time.

18. Unsupervised use.

19. Approx. five 20-30 min. sessions.

20. None. Course for homestudy.

21. Explanation, rules, drill.

23. Review interspersed throughout.

24. Program requires written responses.

TESTS.

27. Review, criterion question throughout program.

29. Integral part of program.

30. Word analysis and specific suffixes, prefixes and roots.

31. Multiple choice and completion.

PROGRAMMED COURSE MATERIALS.

59. Entirely programmed - with machine.

60. Combination of linear and branching.

61. 200 frames.

62. No.

63. Written text.

64. Constructed response plus multiple choice; written, verbal, or covert.

65. Written; also, in case of multiple choice, by activation of roll.

66. Teaching machine only. Printed paper tape; automatically indexed.

67. Honor Push Button Teaching Machine.

EaEn

SOURCE : Bolt Beranek and Newman, Inc. (Consultants to Publisher) (Q. 1964)

1. TARGET LANGUAGE.
American English.

2. STUDENT LANGUAGE.
English (not limited to native speakers).

3. TITLE.
Review English II.

4. AUTHOR.

Miss Renate Lepehne, programmer.

5. DATE OF FIRST AND MOST RECENT EDITION.
1963.

6. COMPONENTS.
200 frame roll.

7. PUBLISHER OR DISTRIBUTORS.
Honor Products Company 19 Belmont Street Cambridge Massachusetts.

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AVAILABILITY.

9. $2.50 (used in machine $15.00).

AREA OF USE.

11. High school.

12. Self-study.

13. USA grades 11-12.

14. Enrichment for USA grades 9-10; review or remedial
for adults; non-natives.

PRINCIPLES AND GOALS.

15. Derived from classroom teacher's experience plus
target-language texts.

16. Review English Syntax.

COURSE ORGANIZATION.

17. 2-3 hours study time.

18. Unsupervised use.

19. Approx. five 20-30 min. sessions.

20. None. Course for homestudy.

21. Explanation, rules, drill.

23. Review interspersed throughout.

24. Program requires written responses.

TESTS.

27. Review, criterion question throughout program.

29. Integral part of program.

30. Application of principles.

31. Multiple choice and completion.

PROGRAMMED COURSE MATERIALS.

59. Entirely programmed - with machine.

60. Combination of linear and branching.

61. 200 frames.

62. No.

63. Written text.

64. Constructed response plus multiple choice; written, verbal, or covert.

65. Written; also, in case of multiple choice, by activation of roll.

66. Teaching machine only. Printed paper tape; automatically indexed.

67. Honor Push Button Teaching Machine.

EaEn

SOURCE : Bolt Beranek and Newman, Inc. (Consultants to Publisher) (Q. 1964)

1. TARGET LANGUAGE.
American English.

2. STUDENT LANGUAGE.
English (not limited to native speakers).

3. TITLE.
Review English I (Honor Roll 304)

4. AUTHOR.
Miss Renate Lepehne, programmer.

5. DATE OF FIRST AND MOST RECENT EDITION.
1963.

6. COMPONENTS.
200 frame roll.

7. PUBLISHER OR DISTRIBUTORS.
Honor Products Company 19 Belmont Street Cambridge Massachusetts.

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AVAILABILITY.

9. $2.50 (used in machine $15.00).

AREA OF USE.

11. High school.

12. Self-study.

13. USA grades 11-12.

14. Enrichment for USA grades 9-10; review or remedial for adults; non-natives.

PRINCIPLES AND GOALS.

15. Derived from classroom teacher's experience plus target-language texts.

16. Review English Grammer.

COURSE ORGANIZATION.

17. 2-3 hours study time.

18. Unsupervised use.

19. Approx. five 20-30 min. sessions.

20. None. Course for homestudy.

21. Explanation, rules, drill.

23. Review interspersed throughout.

24. Program requires written responses.

TESTS.

27. Review, criterion question throughout program.

29. Integral part of program.

30. Application of principles.

31. Multiple choice and completion.

PROGRAMMED COURSE MATERIALS.

59. Entirely programmed - with machine.

60. Combination of linear and branching.

61. 200 frames.

62. No.

63. Written text.

64. Constructed response plus multiple choice; written, verbal, or covert.

65. Written; also, in case of multiple choice, by activation of roll.

66. Teaching machine only. Printed paper tape; automatically indexed.

67. Honor Push Button Teaching Machine.

Ea En

SOURCE : Bolt Beranek and Newman, Inc. (Consultants to Publi

1. TARGET LANGUAGE.
American English.

2. STUDENT LANGUAGE.
English (not limited to native speakers).

3. TITLE.
Spelling Magic (Honor Roll No. 301).

4. AUTHOR.
Mrs. Ruth Rosenberg, associate programmer.

5. DATE OF FIRST AND MOST RECENT EDITION.
1962.

6. COMPONENTS.
200 frame roll.

7. PUBLISHER OR DISTRIBUTORS.
Honor Products Company 19 Belmont Street Cambridge Massachusetts.

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AVAILABILITY.

9. $2.50 (used in machine $15.00).

AREA OF USE.

11. Lower Elementary.

12. Self-study.

13. USA Grades 2-4.

14. As review or remedial for USA Grades 4-8; non-natives.

PRINCIPLES AND GOALS.

15. Derived from classroom teacher's experience plus target-language texts.

16. Teach spelling rules and provide practice.

COURSE ORGANIZATION.

17. 2-3 hours study time.

18. Unsupervised use.

19. Approx. five 20-30 min. sessions.

20. None. Course for home study.

21. Explanation, rules, drill.

23. Review interspersed throughout.

24. Program requires written responses.

TESTS.

27. Review, criterion question throughout program.

29. Integral part of program.

30. Spelling rules and applications.

31. Multiple choice and completion.

PROGRAMMED COURSE MATERIALS.

59. Entirely programmed - with machine.

60. Combination of linear and branching.

61. 200 frames.

62. No.

63. Written text.

64. Constructed response plus multiple choice; written, verbal, or covert.

65. Written; also, in case of multiple choice, by activation of roll.

66. Teaching machine only. Printed paper tape; automatically indexed.

67. Honor Push Button Teaching Machine.

EaEn

SOURCE : Bolt Beranek and Newman, Inc. (Consultants to Publisher) (Q. 1964)

1. TARGET LANGUAGE.
American English.

2. STUDENT LANGUAGE.
English (not limited to native speakers).

3. TITLE.
Spelling Magic (Honor Roll No. 301).

4. AUTHOR.
Mrs. Ruth Rosenberg, associate programmer.

5. DATE OF FIRST AND MOST RECENT EDITION.
1962.

6. COMPONENTS.
200 frame roll.

7. PUBLISHER OR DISTRIBUTORS.
Honor Products Company 19 Belmont Street Cambridge Massachusetts.

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AVAILABILITY.

9. $2.50 (used in machine $15.00).

AREA OF USE.

11. Upper elementary.

12. Self-study.

13. USA Grades 4-7.

14. Enrichment for USA grades 2-4; review or remedial for USA grades 8-12; non-natives.

PRINCIPLES AND GOALS.

15. Derived from classroom teacher"s experience plus target-language texts.

16. Teach spelling rules and applications.

COURSE ORGANIZATION.

17. 2-3 hours study time.

18. Unsupervised use.

19. Approx. five 20-30 min. sessions.

20. None. Course for homestudy.

21. Explanation, rules, drill.

23. Review interspersed throughout.

24. Program requires written responses.

### TESTS.

27. Review, criterion question throughout program.

29. Integral part of program.

30. Spelling rules and applications.

31. Multiple choice and completion.

### PROGRAMMED COURSE MATERIALS.

59. Entirely programmed - with machine.

60. Combination of linear and branching.

61. 200 frames.

62. No.

63. Written text.

64. Constructed response plus multiple choice; written, verbal, or covert.

65. Written; also, in case of multiple choice, by activation of roll.

66. Teaching machine only. Printed paper tape; automatically indexed.

67. Honor Push Button Teaching Machine.

EaEn

SOURCE : Bolt Beranek and Newman, Inc. (Consultants to Publisher) (Q. 1964)

1. TARGET LANGUAGE.
   American English.

2. STUDENT LANGUAGE.
   English (not limited to native speakers).

3. TITLE.
   Synonyms and Antonyms (Honor Roll 405).

4. AUTHOR.
   Miss Arlene Ginsberg, staff programmer.

5. DATE OF FIRST AND MOST RECENT EDITION.
   1963.

6. COMPONENTS.
   200 frame roll.

7. PUBLISHER OR DISTRIBUTORS.
   Honor Products Company 19 Belmont Street Cambridge Massachusetts.

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AVAILABILITY.

9. $2.50 (used in machine $15.00).

AREA OF USE.

11. High school.

12. Self-study.

13. USA grades 9-12.

14. Enrichment for USA grades 7-9; review or remedial for adults; non natives.

PRINCIPLES AND GOALS.

15. Derived from classroom teacher's experience plus target language texts.

16. Sharpen word us~~a~~age, teach differences among synonomous words.

COURSE ORGANIZATION.

17. 2-3 hours study time.

18. Unsupervised use.

19. Approx. five 20-30 min. sessions.

20. None. Course for homestudy.

21. Explanation, rules, drill.

23. Review interspersed throughout.

24. Program requires written responses.

TESTS.

27. Review, criterion question throughout program.

29. Integral part of program.

30. Application of principles; new vocabulary.

31. Multiple choice and completion.

PROGRAMMED COURSE MATERIALS.

59. Entirely programmed - with machine.

60. Combination of linear and branching.

61. 200 frames.

62. No.

63. Written text.

64. Constructed response plus multiple choice; written, verbal, or covert.

65. Written; also, in case of multiple choice, by activation of roll.

66. Teaching machine only. Printed paper tape; automatically indexed.

67. Honor Push Button Teaching Machine.

EaEn

SOURCE : Bolt Beranek and Newman, Inc. (Consultants to Publisher) (Q. 1964)

1. TARGET LANGUAGE.
American English.

2. STUDENT LANGUAGE.
English (not limited to native speakers).

3. TITLE.
Vocabulary Building I (Honor Roll 406).

4. AUTHOR.
Miss Arlene Ginsberg, staff programmer.

5. DATE OF FIRST AND MOST RECENT EDITION.
1963.

6. COMPONENTS.
200 frame roll.

7. PUBLISHER OR DISTRIBUTORS.
Honor Products Company 19 Belmont Street Cambridge Massachusetts.

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AVAILABILITY.

9. $2.50 (used in machine $15.00).

AREA OF USE.

11. High school.

12. Self-study.

13. USA grades 8-12.

14. Enrichment for USA grades 7-9; review or remedial for adults; non-natives.

PRINCIPLES AND GOALS.

15. Derived from classroom teacher's experience plus target language texts.

16. Teach common Latin roots and prefixes found in the English language; enlarge vocabulary.

COURSE ORGANIZATION.

17. 2-3 hours study time.

18. Unsupervised use.

19. Approx. five 20-30 min. sessions.

20. None. Course for homestudy.

21. Explanation, rules, drill.

23. Review interspersed throughout.

24. Program requires written responses.

TESTS.

27. Review, criterion question throughout progra

29. Integral part of program.

30. Application of roots and prefixes.

31. Multiple choice and completion.

PROGRAMMED COURSE MATERIALS.

59. Entirely programmed - with machine.

60. Combination of linear and branching.

61. 200 frames.

62. No.

63. Written text.

64. Constructed response plus multiple choice; written, verbal, or covert.

65. Written; also, in case of multiple choice, by activation of roll.

66. Teaching machine only. Printed paper tape; automatically indexed.

67. Honor Push Button Teaching Machine.

**Ea En**

SOURCE : Bolt Beranek and Newman, Inc. (Consultants to Publisher) (Q. 1964)

1. TARGET LANGUAGE.
American English.

2. STUDENT LANGUAGE.
English (not limited to native speakers).

3. TITLE.
Vocabulary Building II (Honor Roll 407).

4. AUTHOR.
Miss Arlene Ginsberg, staff programmer.

5. DATE OF FIRST AND MOST RECENT EDITION.
1963.

6. COMPONENTS.
200 frame roll.

7. PUBLISHER OR DISTRIBUTORS.
Honor Products Company 19 Belmont Street Cambridge Massachusetts.

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AVAILABILITY.

9. $2.50 (used in machine $15.00).

AREA OF USE.

11. High school.

12. Self study.

13. USA grades 8-12.

14. Enrichment for USA grades 7-9; review or remedial for adults; non-natives.

PRINCIPLES AND GOALS.

15. Derived from classroom teacher's experience plus target-language texts.

16. Teach common Greek roots and prefixes found in the English language; word analysis; enlarge vocabulary.

COURSE ORGANIZATION.

17. 2-3 hours study time.

18. Unsupervised use.

19. Approx. five 20-30 min. sessions.

20. None. Course for homestudy.

21. Explanation, rules, drill.

23. Review interspersed throughout.

24. Program requires written responses.

TESTS.

27. Review, criterion question throughout program.

29. Integral of program.

30. Application of roots and prefixes.

31. Multiple choice and completion.

PROGRAMMED COURSE MATERIALS.

59. Entirely programmed - with machine.

60. Combination of linear and branching.

61. 200 frames.

62. No.

63. Written text.

64. Constructed response plus multiple choice; written, verbal, or covert.

65. Written; also, in case of multiple choice, by activation of roll.

66. Teaching machine only. Printed paper tape; automatically indexed.

67. Honor Push Button Teaching Machine.

SOURCE : Bolt Beranek and Newman, Inc. (Consultants to Publisher) (Q. 1964)

1. TARGET LANGUAGE.
American English.

2. STUDENT LANGUAGE.
English (not limited to native speakers).

3. TITLE.
Persuasive Words (Honor Roll 403).

4. AUTHOR.
Mrs. H. B. Kain, consultant.

5. DATE OF FIRST AND MOST RECENT EDITION.
1962.

6. COMPONENTS.
200 fames roll.

7. PUBLISHER OR DISTRIBUTORS.
Honor Products Company 19 Belmont Street Cambridge Massachusetts.

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AVAILABILITY.

9. $2. 50 (used in machine $15.00).

AREA OF USE.

11. Junior High.

12. Self-study.

13. USA grades 7-9.

14. Enrichment for USA grades 5-7; review or remedial for USA grades 8-12 or adult; non-natives.

PRINCIPLES AND GOALS.

15. Derived from classroom teacher's experience plus target-language texts.

16. Teach awareness of the connotative and denotative impact of words.

COURSE ORGANIZATION.

17. 2-3 hours study time.

18. Unsupervised use.

19. Approx. five 20-30 min. sessions.

20. None. Course for homestudy.

21. Explanation, rules, drill.

23. Review interspersed throughout.

24. Program requires written responses.

TESTS.

27. Review, criterion question throughout program.

29. Integral part of program.

30. Recognition of positive, negative and neutral words.

31. Multiple choice and completion.

PROGRAMMED COURSE MATERIALS.

59. Entirely programmed - with machine.

60. Combination of linear and branching.

61. 200 frames.

62. No.

63. Written text.

64. Constructed response plus multiple choice; written, verbal, or covert.

65. Written; also, in case of multiple choice, by activation of roll.

66. Teaching machine only. Printed paper tape; automatically indexed.

67. Honor Push Button Teaching Machine.

Ea En

SOURCE : Bolt Beranek and Newman, Inc. (Consultants to Publisher) (Q. 1964)

1. TARGET LANGUAGE.
American English.

2. STUDENT LANGUAGE.
English (not limited to native speakers).

3. TITLE.
Word Clues (Honor Roll 404).

4. AUTHOR.
Miss B. Jean Anwyll, supervisory programmer.

5. DATE OF FIRST AND MOST RECENT EDITION.
1962.

6. COMPONENTS.
200 frame roll.

7. PUBLISHER OR DISTRIBUTORS.
Honor Products Company 19 Belmont Street Cambridge Massachusetts.

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AVAILABILITY.

9. $2.50 (used in machine $15.00).

AREA OF USE.

11. Junior High.

12. Self-study.

13. USA grades 7-9.

14. Enrichment for USA grades 5-7; review or remedial for grades 9-12 or adult; non-natives.

PRINCIPLES AND GOALS.

15. Derived from classroom teacher's experience plus target-language texts.

16. Teach methods for using context to determine meanings of words.

COURSE ORGANIZATION.

17. 2-3 hours study time.

18. Unsupervised use.

19. Approx. five 20-30 min. sessions.

20. None. Course for homestudy.

21. Explanation, rules, drill.

23. Review interspersed throughout.

24. Program requires written responses.

TESTS.

27. Review, criterion question throughout program.

29. Integral part of program.

30. Application of methods; for using context clues; new vocabulary.

31. Multiple choice and completion.

PROGRAMMED COURSE MATERIALS.

59. Entirely programmed - with machine.

60. Combination of linear and branching.

61. 200 frames.

62. No.

63. Written text.

64. Constructed response plus multiple choice; written, verbal, or covert.

65. Written; also, in case of multiple choice, by activation of roll.

66. Teaching machine only. Printed paper tape; automatically indexed.

67. Honor Push Button Teaching Machine.

EaEn

SOURCE : Bolt Beranek and Newman, Inc. (Consultants to Publisher) (Q. 1964)

1. TARGET LANGUAGE.
American English.

2. STUDENT LANGUAGE.
English (not limited to native speakers).

3. TITLE.
Fun with Words (Honor Roll No 401)

4. AUTHOR.
Mrs. Ruth Rosenberg, associate programmer.

5. DATE OF FIRST AND MOST RECENT EDITION.
1962.

6. COMPONENTS.
200 frame roll.

7. PUBLISHER OR DISTRIBUTORS.
Honor Products Company 19 Belmont Street Cambridge Massachusetts.

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AVAILABILITY.

9. $2.50 (used in machine $15.00).

AREA OF USE.

11. Lower elementary.

12. Self-study.

13. USA grades 2-5.

14. Review or remedial for USA grades 5-8; non-natives.

PRINCIPLES AND GOALS.

15. Derived from classroom teacher's experience plus target-language texts.

16. Teach distinctions among homonyms.

COURSE ORGANIZATION.

17- 2-3 hours study time.

18. Unsupervised use.

19. Approx. five 20-30 min. sessions.

20. None. Course for homestudy.

21. Explanation, rules, drill.

23. Review interspersed throughout.

24. Program requires written responses.

TESTS.

27. Review, criterion question throughout program.

29. Integral part of program.

30. Discriminations among words which are homonyms.

31. Multiple choice and completion.

PROGRAMMED COURSE MATERIALS.

59. Entirely programmed - with machine.

60. Combination of linear and branching.

61. 200 frames.

62. No.

63. Written text.

64. Constructed response plus multiple choice; written, verbal, or covert.

65. Written; also, in case of multiple choice, by activation of roll.

66. Teaching machine only. Printed paper tape; automatically indexed.

67. Honor Push Button Teaching Machine.

Ea Fr

SOURCE : EDITOR (Q 1964)

1. TARGET LANGUAGE.
American English.

2. STUDENT LANGUAGE.
French.

3. TITLE.
EFL French.

4. AUTHORS.
General Programmed Teaching Corporation, Los Altos, California.

Programming Director : Mrs. Betty Lou Dubois, GPTC.

Chief Consultant : Professor Albert H. Marckwardt, Ph. D., Dept. of English, Princeton University.

Consultant : Professor Albert Valdman, Ph. D., Chairman, Dept. of Linguistics, Indiana University.

General Editor : William Egli, Ph. D., Encyclopaedia Britannica Press.

5. DATE OF FIRST AND MOST RECENT EDITION.
Still in course of development. Publication in the second half of 1965.

6. COMPONENTS.
5000 frames. 7 hours of audio (LP records).

7. PUBLISHER OR DISTRIBUTORS.
Encyclopaedia Britannica Press. Chicago, Illinois.
425 North Michigan Avenue.

AREA OF USE.

11. Elementary.

12. Self-study.

13. Literate adults.

14. Adults, possibly in schools.

PRINCIPLES AND GOALS.

15. Contrastive analysis of English and French, made by consultants. Lexicon : about 600 items, derived from frequency lists and elementary texts, approved by consultants. Transformational drills. Incorporation of generative principles. Grammatical analysis based on Fries, but use of more traditional terminology.

16. Comprehend and communicate in simple social situations. Main emphasis on casual conversational language. More emphasis on structure teaching than on vocabulary. We insist on teaching phonemic distinctions in pronunciation.

## COURSE ORGANIZATION.

17. 5000 frames.

19. Estimate an average of sixty hours.

22. After about 250 frames of phonology and phonetic transcription.

23. Review frames. Minimum of twelve review frames per structure or vocabulary item taught. Increasing intervals.

## AUDITORY COMPONENTS.

32. Seven hours of LP records.

33. Not finally determined. At least one or two male and one or two female native American voices.

34. Casual speech. At first below normal speed, working up to normal conversational speed.

35. Yes.

36. Pronunciation exercises. Shaping of phonemes. Imitation drills. Pattern drills. Students answers questions.

37. Echo. Response to questions. Structural variations and transformations.

38. Mostly oral "confirmation", occasionally written.

39. Perhaps half of oral exercises have no written text for student. Half the time student does follow script (sometimes phonetic, sometimes traditional spelling).

40. Probably 14 sides of 30 minutes at 33. 1/3.

## STATIC VISUAL AIDS.

44. Yes.

45. Estimated average : every fourth frame has a functional illustration.

46. Line drawings.

47. Black and white.

48. People, objects, situations.

49. To communicate lexical meaning . To give situational context.

## PROGRAMMED COURSE MATERIALS.

59. Entirely programmed.

60. Linear.

61. 5000 frames.

62. Paper and pencil. Text, mask.

63. Mainly written, often illustrated stimuli. Also oral.

64. Mainly written. Also auditory.

GENERAL OBSERVATIONS AND COMMENTS.

68. Thoroughly tested program. Since test subjects learned intelligible pronunciation, we can "guarantee" successful pronunciation - something that few self-instructional courses can do.

Grammar is taught inductively. We don't program rules, but we refer students, after inductive presentation, to Grammatical Summaries (Rules and Synoptic Tables) in the Annex.

69. ENGLISH AS A FOREIGN LANGUAGE
Level A
Statement of Purpose

GPTC will develop Level A of the English as a Foreign Language series under terms of a contract with EB Press. For each of the four language groups -- French, Spanish, Italian and German - GPTC will develop and test a program of approximately 5000 frames and seven hours of audio supplement. The programs will have the same basic design and criterion behaviors, but the number and order of frames within a given sequence and the selection and placement of materials for distributed review will vary from program to program according to the interference of the native language of the subject.

The average subject of the EFL series is an adult literate in his own language. He has already met his country's compulsory education requirements. He will buy the program primarily to learn to engage in literate, adult conversation in American English; his motivation is apparent from his purchase of the program.

The first segment of each program will teach the minimally acceptable pronunciation specified by the consultant. Coordination of audio supplement and frames will be accomplished in this order : (1) a recorded model for the subject to hear; (2) shaping of sounds and teaching of transcription system by program; (3) production of sounds by imitation of perfect model. The order of presentation will be : (1) individual sounds, insofar as it is possible; 2) words; (3) phrases; (4) sentences. The transition from sound material to structural material will be accomplished in these stages (1) imitation of structures to be presented, in conjunction with a transcription; 2) presentation of structural items by transcription; 3) introduction of English orthography, with ultimate emphasis on the orthography.

Level A will progress at maximum speed for the population group. The bulk of the frames will be devoted to teaching as many of the structures of English submitted by EB Press as is consistent with good programming techniques. The focus of Level A will be on mastery of the structural items with sufficient vocabulary from the EB Press list to manipulate the structures and to provide variety and interest.

After the subject has reached criterion behavior on a given structure, he will be referred to a brief summary of the structure written in his native language. The summaries will satisfy the need of many adults for a conventional text book and will also serve as a convenient reference. It is not intended that the summaries be complete from the point of view of linguistics. The program will give the subject the means to increase his vocabulary during conversation and to fit his new vocabulary items into the structures he knows. The cultural content of Level A will be carried by the structures.

Ea Ge

SOURCE : EDITOR (Q 1964)

1. TARGET LANGUAGE.
American English.

2. STUDENT LANGUAGE.
German.

3. TITLE.
EFL German (EFL = English as a Foreign Language).

4. AUTHORS.
General Programmed Teaching Corporation, Los Altos, California.
Mrs Betty Lou Dubois, Programming Director, GPTC.

Professor Albert H. Marckwardt, Ph. D., Dept. of English, Princeton University, acted as chief consultant.

Professor William G. Moulton, Ph. D., Dept. of German, Princeton University, acted as a consultant.

General Editor : William Egli, Ph. D., Encyclopaedia Britannica Press.

5. DATE OF FIRST AND MOST RECENT EDITION.
Still in course of development. Publication in the second half of 1965.

6. COMPONENTS.
5000 frames. 7 hours of audio (LP records).

7. PUBLISHER OR DISTRIBUTORS.
Encyclopaedia Britannica Press. Chicago, Illinois.
425 North Michigan Avenue.

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AREA OF USE.

11. Elementary.

12. Self-study.

13. Literate adults.

14. Adults, possibly in schools.

PRINCIPLES AND GOALS.

15. Contrastive analysis of English and German, made by consultants. Lexicon : about 600 items, derived from frequency lists and elementary texts, approved by consultants. Transformational drills. Incorporation of generative principles. Grammatical analysis based on Fries, but use of more traditional terminology.

16. Comprehend and communicate in simple social situations. Main emphasis on casual conversational language. More emphasis on structure teaching than on vocabulary. We insist on teaching phonemic distinctions in pronunciation.

### COURSE ORGANIZATION.

17. 5000 frames.

19. Estimate an average of sixty hours.

22. After about 250 frames of phonology and phonetic transcription.

23. Review frames. Minimum of twelve review frames per structure or vocabulary item taught. Increasing intervals.

### AUDITORY COMPONENTS.

32. Seven hours of LP records.

33. Not finally determined. At least one or two male and one or two female native American voices.

34. Casual speech. At first below normal speed, working up to normal conversational speed.

35. Yes.

36. Pronunciation exercises. Shaping of phonemes. Imitation drills. Pattern drills. Student answers questions.

37. Echo. Response to questions. Structural variations and transformations.

38. Mostly oral "confirmation", occasionally written.

39. Perhaps half of oral exercises have no written text for student, Half the time student does follow script (sometimes phonetic, sometimes traditional spelling).

40. Probably 14 sides of 30 minutes at 33.1/3.

### STATIC VISUAL AIDS.

44. Yes.

45. Estimated average : every fourth frame has a functional illustration.

46. Line drawings.

47. Black and white.

48. People, objects, situations.

49. To communicate lexical meaning. To give situational context.

### PROGRAMMED COURSE MATERIALS.

59. Entirely programmed.

60. Linear.

Ea Ge

61. 5000 frames.

62. Paper and pencil. Text, mask.

63. Mainly written, often illustrated stimuli. Also oral.

64. Mainly written. Also auditory.

GENERAL OBSERVATIONS AND COMMENTS.

68. Thoroughly tested program. Since test subjects learned intelligible pronunciation, we can "guarantee" successful pronunciation - something that few self-instructional courses can do.

Grammar is taught inductively. We don't program rules, but we refer students, after inductive presentation, to Grammatical Summaries (Rules and Synoptic Tables) in the Annex.

69. ENGLISH AS A FOREIGN LANGUAGE
Level A
Statement of Purpose

GPTC will develop Level A of the English as a Foreign Language series under terms of a contract with EB Press. For each of the four language groups -- French, Spanish, Italian and German - GPTC will develop and test a program of approximately 5000 frames and seven hours of audio supplement. The programs will have the same basic design and criterion behaviors, but the number and order of frames within a given sequence and the selection and placement of materials for distributed review will vary from program to program according to the interference of the native language of the subject.

The average subject of the EFL series is an adult literate in his own language. He has already met his country's compulsory education requirements. He will buy the program primarily to learn to engage in literate, adult conversation in American English; his motivation is apparent from his purchase of the program.

The first segment of each program will teach the minimally acceptable pronunciation specified by the consultant. Coordination of audio supplement and frames will be accomplished in this order : (1) a recorded model for the subject to hear; (2) shaping of sounds and teaching of transcription system by program; (3) production of sounds by imitation of perfect model. The order of presentation will be; (1) individual sounds, insofar as it is possible; (2) words; (3) phrases; (4) sentences. The transition from sound material to structural material will be accomplished in these stages; (1) imitation of structures to, be presented, in conjunction with a transcription; (2) presentation of structural items by transcription; (3) introduction of English orthography, with ultimate emphasis on the orthography.

Level A will progress at maximum speed for the population group. The bulk of the frames will be devoted to teaching as many of the structures of English submitted by EB Press as is consistent with good programming techniques. The focus of Level A will be on mastery of the structural items with sufficient vocabulary from the EB Press list to manipulate the structures and to provide variety and interest.

After the subject has reached criterion behavior on a given structure, he will be referred to a brief summary of the structure written in his native language. The summaries will satisfy the need of many adults for a conventional text book and will also serve as a convenient reference. It is not intended that the summaries be complete from the point ot view of linguistics. The program will give the subject the means to increase his vocabulary during conversation and to fit his new vocabulary items into the structures he knows. The cultural content of Level A will be carried by the structures.

**Ea It**

SOURCE : EDITOR (1964)

1. TARGET LANGUAGE.
American English.

2. STUDENT LANGUAGE.
Italian.

3. TITLE.
EFL Italian.

4. AUTHORS.
General Programmed Teaching Corporation, Los Altos, California.

Programming Director : Mrs. Betty Lou Dubois, GPTC.

Chief Consultant : Professor Albert H. Marckwardt, Ph. D., Dept. of English, Princeton University.

Consultant : Professor Frederick B. Agard, Ph. D., Division of Modern Languages, Cornell University.

General Editor : William Egli, Ph. D., Encyclopaedia Britannica Press.

5. DATE OF FIRST AND MOST RECENT EDITION.
Still in course of development. Publication in the second half of 1965.

6. COMPONENTS.
5000 frames. 7 hours of audio (LP records).

7. PUBLISHER OR DISTRIBUTORS.
Encyclopaedia Britannica Press. Chicago, Illinois.
425 North Michigan Avenue.

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AREA OF USE.

11. Elementary.

12. Self-study.

13. Literate adults.

14. Adults, possibly in schools.

PRINCIPLES AND GOALS.

15. Contrastive analysis of English and Italian, made by consultants. Lexicon : about 600 items, derived from frequency lists and elementary texts, approved by consultants. Transformational drills. Incorporation of generative principles. Grammatical analysis based on Fries, but use of more traditional terminology.

16. Comprehend and communicate in simple social situations. Main emphasis on casual conversational language. More emphasis on structure teaching than on vocabulary. We insist on teaching phonemic distinctions in pronunciation.

## COURSE ORGANIZATION.

17. 5000 frames.

19. Estimate an average of sixty hours.

22. After about 250 frames of phonology and phonetic transcription.

23. Review frames. Minimum of twelve review frames per structure or vocabulary item taught. Increasing intervals.

## AUDITORY COMPONENTS.

32. Seven hours of LP records.

33. Not finally determined. At least one or two male and one or two female native American voices.

34. Casual speech. At first below normal speed, working up to normal conversational speed.

35. Yes.

36. Pronunciation exercises. Shaping of phonemes. Imitation drills. Pattern drills. Student answers questions.

37. Echo. Response to questions. Structural variations and transformations.

38. Mostly oral "confirmation", occasionally written.

39. Perhaps half of oral exercises have no written text for student. Half the time student does follow script (sometimes phonetic, sometimes traditional spelling).

40. Probably 14 sides of 30 minutes at 33.1/3.

## STATIC VISUAL AIDS.

44. Yes.

45. Estimated average : every fourth frame has a functional illustration.

46. Line drawings.

47. Black and white.

48. People, objects, situations.

49. To communicate lexical meaning. To give situational context.

## PROGRAMMED COURSE MATERIALS.

59. Entirely programmed.

60. Linear.

Eo It

61. 5000 frames.

62. Paper and pencil. Text, mask.

63. Mainly written, often illustrated stimuli. Also oral.

64. Mainly written. Also auditory.

GENERAL OBSERVATIONS AND COMMENTS.

68. Thoroughly tested program. Since test subjects learned intelligible pronunciation, we can "guarantee" successful pronunciation - something that few self-instructional courses can do.

Grammar is taught inductively. We don't program rules, but we refer students, after inductive presentation, to Grammatical Summaries (Rules and Synoptic Tables) in the Annex.

69. ENGLISH AS A FOREIGN LANGUAGE
Level A
Statement of Purpose

GPTC will develop Level A of the English as a Foreign Language series under terms of a contract with EB Press. For each of the four language groups -- French, Spanish, Italian and German - GPTC will develop and test a program of approximately 5000 frames and seven hours of audio supplement. The programs will have the same basic design and criterion behaviors, but the number and order of frames within a given sequence and the selection and placement of materials for distributed review will vary from program to program according to the interference of the native language of the subject.

The average subject of the EFL series is an adult literate in his own language. He has already met his country's compulsory education requirements. He will buy the program primarily to learn to engage in literate, adult conversation in American English; his motivation is apparent from his purchase of the program.

The first segment of each program will teach the minimally acceptable pronunciation specified by the consultant. Coordination of audio supplement and frames will be accomplished in this order : (1) a recorded model for the subject to hear; (2) shaping of sounds and teaching of transcription system by program; (3) production of sounds by imitation of perfect model. The order of presentation will be : (1) individual sounds, insofar as it is possible; (2) words; (3) phrases; (4) sentences. The transition from sound material to structural material will be accomplished in these stages : (1) imitation of structures to be presented, in conjunction with a transcription; (2) presentation of structural items by transcription; (3) introduction of English orthography, with ultimate emphasis on the orthography.

Level A will progress at maximum speed for the population group. The bulk of the frames will be devoted to teaching as many of the structures of English submitted by EB Press as is consistent with good programming techniques. The focus of Level A will be on mastery of the structural items with sufficient vocabulary from the EB Press list to manipulate the structures and to provide variety and interest.

After the subject has reached criterion behavior on a given structure, he will be referred to a brief summary of the structure written in his native language. The summaries will satisfy the need of many adults for a conventional text-book and will also serve as a convenient reference. It is not intended that the summaries be complete from the point of view of linguistics. The program will give the subject the means to increase his vocabulary during conversation and to fit his new vocabulary items into the structures he knows. The cultural content of Level A will be carried by the structures.

SOURCE : AUTHOR (Q, 1964)

Ea sL

1. TARGET LANGUAGE.
North American English.

2. STUDENT LANGUAGE.
German, Dutch, Norwegian, Swedish, Danish, French, Spanish, Italian, Greek, Hungarian, Finnish, Serbo Croatian, Polish, Ukrainian, Japanese, Chinese.

3. TITLE.
Let's Speak English.

4. AUTHORS.
R.H. Robinson, Professor of Indic Studies Wisconsin.
D.F. Theall, Assoc. Professor of English, Toronto
J.W. Wevers, Professor of Near Eastern Studies, Toronto.

5. DATE OF FIRST AND MOST RECENT EDITION.
1959.

6. COMPONENTS.
Sound Studies, 127 pp. Basic Lessons I, 223 pp. Basic Lessons II, 214 pp Basic Guide, 122 pp. (interim teacher's manual). Language Keys, ca. 50 pp. ea., for languages listed item 2 above.
A short English Grammar (in preparation). Also 81 half hour CBC Videotapes based upon the course.

7. PUBLISHER OR DISTRIBUTORS.
W. J. Gage Ltd.
1500 Birchmount Rd.
Scarborough 4, Ontario, Canada
For correlated CBC Videotapes, consult:
Canadian Broadcasting Corporation, Toronto, Ontario.

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**AVAILABILITY.**

9. **Sound Studies - $1.25. Basic Lessons I & II - $3.50 (?). Keys - $1.- Basic Guide - $2 (?).**

10. **Public distribution authorized.**

**AREA OF USE.**

11. **Elementary and intermediate adult.**

12. **Class.**

**PRINCIPLES AND GOALS.**

15. **1000 Vocabulary items. Structural analysis based on modern No. American linguistic methods along neo-Bloomfieldian lines. Only conversational English used.**

16. **Thorough oral mastery of phonetics and structure of English as a second language.**

COURSE ORGANIZATION.

19. Minimum : Two 2-hour sessions per week in class until course is completed. With good learners, course requires one year minimum. Five days per week recommended.

20. None.

21. Pattern sentences - sound drills - structure drills. Principles explained in Basic Guide.

22. No written text introduced.

23. Ca. every fifth lesson.

25. Analysis of parts of course.
Explanation of phonology : Intonation, stress, pitch patterns, vowels and consonants. Use of sound drills, including check list for typical errors, by languages. Phonology tests, and variant pronunciations which are acceptable.
Typical lesson plans. Language usage in basic sentences. Vocabulary lists used.

26. Drill. Individual and choral repetition.

TESTS.

Typical achievement tests are given in Basic Guide.

28-31 All tests are oral and to be prepared by the teacher. Testing is discussed in the Basic Guide.

AUDITORY COMPONENTS.

32-43 Not as yet. It is hoped eventually to record all the basic sentences, sound studies and structure drills on tape or records, with room for learner's response.

MOTION PICTURES.

51. Consult CBC.

52. 81 Tapes, 1/2 hour duration each.

53. In Canada, for CBC.

54. Live actors. Prof. Wevers and Mrs. Fullerton in combination.

55. Teaching the course using classroom technique. Small (4 students) actual class used.

56. Every session (TV course).

57. Watch and comprehend. Drill repetition. Response to questions.

58. Replace teacher.

Ea sL

## GENERAL OBSERVATIONS AND COMMENTS.

68. The televised CBC course was designed to teach oral No. American English To non-English-speaking immigrants. It uses the published materials of the course and bears the same name, *Let's Speak English.* It has been widely used in Canada.

69. The course was designed for evening classroom use to meet a specifically Canadian multi-lingual immigration problem. The teacher, using conversational language and speed, serves as the speech model and learners mimic and memorize until fluent. The materials are so designed that any reasonably intelligent teacher can use the course successful after studying the Basic Guide. All possible helps are incorporated; e.g., the proper metronome speed to be used with each sound drill is indicated. Typical lesson plans are given. Proper use of the materials will give learners fluent use of oral English.

70. Since course is not yet fully published, review copies have not been sent out.

Ea Sp

SOURCE : EDITOR (1964)

1. TARGET LANGUAGE.
American English.

2. STUDENT LANGUAGE.
Spanish.

3. TITLE.
EFL Spanish.

4. AUTHORS.
General Programmed Teaching Corporation, Los Altos, California.

Programming Director : Mrs. Betty Lou Dubois, GPTC.

Chief Consultant : Professor Albert H. Marckwardt, Ph. D., Dept. of English, Princeton University.

Consultant : Professor Howard W. Tessen, Ph. D., NDEA Language Consultant, Phoenix, Arizona.

General Editor : William Egli, Ph. D., Encyclopaedia Britannica Press.

5. DATE OF FIRST AND MOST RECENT EDITION.
Still in course of development. Publication in the second half of 1965.

6. COMPONENTS.
5000 frames. 7 hours of audio (LP records).

7. PUBLISHER OR DISTRIBUTORS.
Encyclopaedia Britannica Press. Chicago, Illinois.
425 North Michigan Avenue.

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AREA OF USE.

11. Elementary.

12. Self-study.

13. Literate adults.

14. Adults, possibly in schools.

PRINCIPLES AND GOALS.

15. Contrastive analysis of English and Spanish, made by consultants. Lexicon : about 600 items, derived from frequency lists and elementary texts, approved by consultants. Transformational drills. Incorporation of generative principles. Grammatical analysis based on Fries, but use of more traditional terminology.

16. Comprehend and communicate in simple social situations. Main emphasis on casual conversational language. More emphasis on structure teaching than on vocabulary. We insist on teaching phonemic distinctions in pronunciation.

### COURSE ORGANIZATION.

17. 5000 frames.

19. Estimate an average of sixty hours.

22. After about 250 frames of phonology and phonetic transcription.

23. Review frames. Minimum of twelve review frames per structure or vocabulary item taught. Increasing intervals.

### AUDITORY COMPONENTS.

32. Seven hours of LP records.

33. Not finally determined. At least one or two male and one or two female native American voices.

34. Casual speech. At first below normal speed, working up to normal conversational speed.

35. Yes.

36. Pronunciation exercises. Shaping of phonemes. Imitation drills. Pattern drills. Student answers questions.

37. Echo. Response to questions. Structural variations and transformations.

38. Mostly oral "confirmation", occasionally written.

39. Perhaps half of oral exercises have no written text for student. Half the time student does follow script (sometimes phonetic, sometimes traditional spelling).

40. Probably 14 sides of 30 minutes at 33. 1/3.

### STATIC VISUAL AIDS.

44. Yes.

45. Estimated average : every fourth frame has a functional illustratio

46. Line drawings.

47. Black and white.

48. People, objects, situations.

49. To communicate lexical meaning. To give situational context.

### PROGRAMMED COURSE MATERIALS.

59. Entirely programmed.

60. Linear.

61. 5000 frames.

62. Paper and pencil. Text, mask.

63. Mainly written, often illustrated stimuli. Also oral.

64. Mainly written. Also auditory.

GENERAL OBSERVATIONS AND COMMENTS.

68. Thoroughly tested program. Since test subjects learned intelligible pronunciation, we can "guarantee" successful pronunciation - something that few self-instructional courses can do.

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Level A
Statement of Purpose

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**Eb Fr**

SOURCE : AUTHOR (Q. 1964)

1. TARGET LANGUAGE.
   British English

2. STUDENT LANGUAGE.
   French (but easily transformed)

3. TITLE.
   Genuine English

4. AUTHORS.
   General supervision : Cl. Métais
   Présidente, Centre de Pédagogie Cybernétique
   D.E. Cronin, Mme Fischer, Mme Krumf, R. Richardson, H. Toff.
   Chikoss Studios (pictures)

5. DATE OF FIRST AND MOST RECENT EDITION.
   Course of 250 pictures to be completed early next fall, with tapes. 200 pictures already available (slides). Programmed text-book for the 1st half available early next fall, for the 2nd half during the academic year.

6. COMPONENTS.
   250 slides, 5 tapes, workbook 68 pages.

7. PUBLISHER OR DISTRIBUTORS.
   Slides : Office de Documentation par le Film
   31, rue du Général Delestraint, PARIS XVI.
   Tapes : Centrale du Magnétophone
   35, rue Brunel, PARIS XVII.
   Book : Editions Gauthier-Villors
   55, Quai des Grands Augustins, PARIS VI.

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**AVAILABILITY.**

8. To be ready September - October 1964, except for book II, 1964-1965.

9. Slides per 5 : 6 F 25. Other prices to be fixed.

10. Public distribution authorized.

**AREA OF USE.**

11. First and second year of English. Has already been used for adult courses.

12. Flexible.
    Complementary documents available for self study (see Centrale du Magnétophone).

13. French secondary school. Ages 11 - 12 - 13.

14. Any beginner, individually or in group.

## PRINCIPLES AND GOALS.

15. Linguistique cybernétique and pédagogie cybernétique.
( Revue : La pédagogie cybernétique)

16. Develop good speaking and listening habits. Obtain spontaneous speech. Prepare for the second stage : personal study, along with organized progressive teaching.

## COURSE ORGANIZATION.

17. 50 lessons (of 5 pictures each)

18. N° lab.

19. For children, for 3 to 5 hours a week during 2 academic years.
For adults, 2 sessions of 1 1/2 hours a week for 1 year.

20. Purely individual matter, according to the purpose of the program.

21. Looking, listening and repeating. Reading the program.

22. After 6 lessons or 6 weeks.

24. Filling in slots.

26. Paper to be read at the Berlin Conference 1964. (cf.)

## TESTS.

30. Fluency of expression, when describing a picture, reading a program.
Recognizing the link between sound and picture, between sound and spelling.

31. Guided individual interview.

## AUDITORY COMPONENTS.

32. Magnetic tapes.

33. One male American. One female British.

34. Normal conversational.

35. Yes.

36. Description of pictures.
Dialogues (very short).

37. Echoic repetition.
Writing from dictation.
Showing part of picture.

38. Orally : the same sentence is repeated twice.
When reading : linear program.

39. Texts of recording not available to students in class, available for self study, with rules of usage.

41. 5 whole double track tapes 9.5 cm. ps.

STATIC VISUAL AIDS.

44. Yes.

45. 15-20 every class session.

46. Drawings.

47. Colour slides.

48. Scenes from every day life.

49. To communicate lexical meaning, reinforce structural patterns.

PROGRAMMED COURSE MATERIALS.

59. Entirely programmed.

60. Linear.

En Sp

SOURCE : PUBLISHER (C, 1964)

1. TARGET LANGUAGE
English .

2. STUDENT LANGUAGE
Spanish .

3. TITLE
El inglès hablado .

4. AUTHORS
Frederick B. Agard (Cornell) et al.

5. DATE OF FIRST AND MOST RECENT EDITION
1953 .

6. COMPONENTS
Text, 403pp. ; album of five gramophone recordings .

7. PUBLISHERS OR DISTRIBUTORS
Holt, Rinehart & Winston, Inc. NEW-YORK, 383 , Madison Avenue .
(New- York .)

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AVAILABILITY

9. Text, cloth, $ 5.00, paper, $ 3.95 ; recordings, $ 35.00 ; Federal excise tax, $ 2.10 .

AREA OF USE

11. Elementary

12. Class or self-study .

13. To teach spoken English to Spanish speaking peoples .

14. Beginners, adolescent through adult .

AUDITORY COMPONENTS

32. Gramophone recordings .

33. All native-born speakers .

34. Language as actually spoken in the United States, casual speech slower than normal speech .

35. Yes .

36. Basic dialogues of text .

37. Comprehension, echoic repetition.

40. Ten sides, 12-inch, 33 1/3 rpm.

En Sp

SOURCE : PUBLISHER (Q. 1964)

1. TARGET LANGUAGE.
English.

2. STUDENT LANGUAGE.
Spanish, Portuguese.

3. TITLE.
Correlated Language Tapes, English Series I.

4. AUTHOR.
Dr. John Bordie.

5. DATE OF FIRST AND MOST RECENT EDITION.
1962.

6. COMPONENTS.
40 reels. Student Guide, 42 pp.

7. PUBLISHER OR DISTRIBUTORS.
Electronic Teaching Laboratories, 5034 Wisconsin Avenue, NW,
Washington 16, D.C.

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AVAILABILITY.

9. CLT tapes-$89.95. Student Guide-$1.25.

AREA OF USE.

11. Applicable to all.

12. Class.

PRINCIPLES AND GOALS.

16. Comprehend and communicate in normal social situations. Develop accurate phonetic and intonational habits.

COURSE ORGANIZATION.

17. 40 units.

18. As desired.

19. As desired.

20. None.

21. Pattern drills for class and/or laboratory use.

22. As desired.

25. Script only.

26. As desired.

## AUDITORY COMPONENTS.

32. Tapes.

33. Variety of male and female speakers.

34. Combination.

35. Yes.

36. Drill patterns.

37. Response to questions. Echoic repetition.

38. Yes, 4 phase drills.

39. Not recommended.

41. 3.75 ips on 1 1/2 mil mylar tapes, ea, 7 minutes ea.

43. Unlimited copying from master tapes is authorized for use within purchasing school or agency.

## GENERAL OBSERVATIONS AND COMMENTS.

68. Course exists in two versions; in one, instructions and annoucements on tape are in Latin American Spanish, in other they are in Portuguese.

69. Each unit drills a single important structure. The course is intended as a complement providing drills that can be correlated with many different language course texts.

**Fral**

SOURCE: M. RIVENC (Q 1964)

1. **TARGET LANGUAGE.**
Français.

2. **STUDENT LANGUAGE.**
Toutes nationalités.

3. **TITLE.**
Bonjour Line.

4. **AUTHOR.**
Centre de Recherche et d'Etude pour la Diffusion du Français (C.R.E.D.I.F.) à l'Ecole Normale Supérieure - SAINT-CLOUD.

M. P. GUBERINA, Directeur de l'Institut de Phonétique de la Faculté des Lettres de l'Université de ZAGREB.

M. P. RIVENC, Directeur-Adjoint du C.R.E.D.I.F.

5. **DATE OF FIRST AND MOST RECENT EDITION.**
1963.

6. **COMPONENTS.**
Livre du Maître 123 p.p.
31 films fixes - 14 bandes magnétiques -
Livre élève (dessins des leçons et dessins à compléter par le texte).

7. **PUBLISHER OR DISTRIBUTORS.**
Diffusion soumise à des conditions particulières sauf pour les E.U. (Chilton Books Philadelphia).
Angleterre (Harrap. Londres)
Canada
Suisse (Ed. Marcel DIDIER 4 & 6, rue de la Sorbonne - PARIS 6ème
Belgique.

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**AVAILABILITY.**

9. Consultez les éditeurs mentionnés rubrique 7.

10. Les restrictions apportées à la diffusion permettent d'exercer un contrôle sur la destination et le bon emploi de la méthode.

**AREA OF USE.**

11. 1ère année de français pour adolescents et adultes.

12. L'enseignement en classe avec un professeur ayant suivi un stage C.R.E.D.I.F.

13. Ecoles secondaires - Enfants (8 à 11 ans) - Bonjour Line.

14. Ecole primaire jusqu'à l'Université.

**PRINCIPLES AND GOALS.**

15. Français Fondamental 1er degré - 1500 mots.

16. Initiation à la langue partie usuelle avec introduction à l'écriture et à la lecture.

**COURSE ORGANIZATION.**

17. Bonjour Line 1ère partie comprend 28 leçons.

18. 4/5 en classe, 1/5 en laboratoire de langues sous surveillance.

19. 5 x 1/2 h par semaine.

20. Selon appréciation du professeur.

21. Pas de livre pour les élèves mais textes et exercices spéciaux après introduction de l'écriture.

22. Après 60 heures environ.

23. A la discrétion du professeur.

24. Cahier d'orthographe et textes de lecture.

25. Introduction concernant les principes de la méthode et les procédés de classe, textes complets des leçons et des exercices présentés par le magnétophone.

26. Sketch - mécanisme grammatical et exercice de phonétique utilisation en quatre phases distinctes : présentation - explication - répétition et exploitation avec transposition.

### TESTS.

27. Tests C.G.M. 62 publiés par M. DIDIER pour apprécier les niveaux de language.

28. En cours d'élaboration.

29. Voyez rubrique 27.

30. Voyez rubrique 27.

31. Voyez rubrique 27.

### AUDITORY COMPONENTS.

32. Bandes magnétiques pour la classe et disques en cours de production pour le travail à domicile.

33. Voix indigènes (hommes et femmes).

34. Vitesse normale de la conversation.

36. Dialogues et textes de lecture.

37. Répétition.

38. Répétition voix modèle.

39. Seulement les textes de lecture sont mis à la disposition des élèves.

41. Double piste bandes magnétiques pour la classe 19 cm/sec.
Double piste bandes magnétiques pour le laboratoire 9,5 cm/sec.

43. Droits d'auteurs prévus pour la prise de copie en cas de diffusion commerciale.

### STATIC VISUAL AIDS.

45. Environ 30 images.

Fral

46. Dessins.

47. Couleur 35 mm film fixe

48. Récit et dialogue.

49. En classe.

## MOTION PICTURES.

50. A titre de complément 16 mm: noir/blanc et couleur.

56. A la discrétion du professeur.

57. Tous types d'exercices.

58. Combinaison.

## PROGRAMMED COURSE MATERIALS.

59. à 67. Nihil.

## GENERAL OBSERVATIONS AND COMMENTS.

69. Méthode structuro-globale de SAINT-CLOUD.

70. Oui, mais liste complète non tenue à jour.

Fral

SOURCE : M. RIVENC (Q. 1964)

1. TARGET LANGUAGE.
Français.

2. STUDENT LANGUAGE.
Toutes nationalités.

3. TITLE.
Voix et Images de France (SAINT-CLOUD course).

4. AUTHOR.
Centre de Recherche et d'Etude pour la Diffusion du Français
(C.R.E.D.I.F.) à l'Ecole Normale Supérieure - SAINT-CLOUD.
M. P. GUBERINA, Directeur de l'Institut de Phonétique de la Faculté
des Lettres de l'Université de ZAGREB.
M. P. RIVENC, Directeur-Adjoint du C.R.E.D.I.F.

5. DATE OF FIRST AND MOST RECENT EDITION.
1958.

6. COMPONENTS.
Livre du Maître 195 pp.
64 films fixes - 32 bandes magnétiques - texte de lecture -
cahier d'orthographe.

7. PUBLISHER OR DISTRIBUTORS.
Diffusion soumise à des conditions particulières sauf pour les E.U.
(Chilton Books Philadelphia)
Angleterre (Harrap. Londres)
Canada
Suisse (Ed. Marcel DIDIER 4 & 6, rue de la Sorbonne - PARIS 6ème
Belgique

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AVAILABILITY.

9. Consultez les éditeurs mentionnés rubrique 7.

10. Les restrictions apportées à la diffusion permettent d'exercer un contrôle sur la destination et le bon emploi de la méthode.

AREA OF USE.

11. 1ère année de français pour adolescents et adultes.

12. L'enseignement en classe avec un professeur ayant suivi un stage C.R.E.D.I.F.

13. Ecoles secondaires (à partir de 13 ans)
Adultes tous niveaux.

14. Ecole primaire jusqu'à l'Université.

PRINCIPLES AND GOALS.

15. Français Fondamental 1er degré 1500 mots.

16. Initiation à la langue partie usuelle avec introduction à l'écriture et à la lecture.

### COURSE ORGANIZATION.

17. 32 leçons.

18. 4/5 en classe, 1/5 en laboratoire de langues sous surveillance.

19. 5 heures par semaine (1 h. par jour ou 3 fois 1 h 30 par semaine).

20. Selon appréciation du professeur.

21. Pas de livre pour les élèves mais textes et éxercices spéciaux après introduction de l'écriture.

22. Après 60 heures environ.

23. à la discrétion du professeur.

24. Cahier d'orthographe et textes de lecture.

25. Introduction concernant les principes de la méthodes et les procédés de classe, textes complets des leçons et des exercices présentés par le magnétophone.

26. Sketch - mécanisme grammatical et exercice de phonétique utilisation en quatre phases distinctes : présentation - explication - répétition et exploitation avec transposition.

### TESTS.

27. Tests C.G.M. 62 publiés par M. DIDIER pour apprécier les niveaux de langue.

28. En cours d'élaboration.

29. Voyez rubrique 27.

30. Voyez rubrique 27.

31. Voyez rubrique 27.

### AUDITORY COMPONENTS.

32. Bandes magnétiques pour la classe et disques en cours de production pour le travail à domicile.

33. Voir indigènes (hommes et femmes).

34. Vitesse normal de la conversation.

36. Dialogues et textes de lecture.

37. Répétition.

38. Répétition voix modèle.

39. Seulement les textes de lecture sont mis à la disposition des élèves.

41. Double piste bandes magnétiques pour la classe 19 cm/sec.
Double piste bandes magnétiques pour le laboratoire 9,5 cm/sec.

43. Droits d'auteurs prévus pour la prise de copie en cas de diffusion commerciale.

Fral

### STATIC VISUAL AIDS.

45. Environ 30 images.

46. Dessins.

47. Couleur 35 mm film fixe.

48. Récit et dialogue.

49. En classe.

### MOTION PICTURES.

50. A titre de complément 16 mm; noir/blanc et couleur.

52. Voir annexe.

53. Voir annexe.

54. Voir annexe.

55. Voir annexe.

56. A la discrétion du professeur.

57. Tous types d'exercices.

58. Combinaison.

### PROGRAMMED COURSE MATERIALS.

59. à 67. Nihil.

### GENERAL OBSERVATIONS AND COMMENTS.

69. Méthode structure-globale de SAINT-CLOUD.

70. Oui, mais liste complète non tenue à jour.

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## ANNEXE : ENSEMBLES CINEMATOGRAPHIQUES COMPLEMENTAIRES.

I°- A TRAVERS PARIS.
- Film en 16 mm couleur. (Reportage sur la circulation et les moyens de transport dans Paris).
- 43 diapositives.
- Documentation et textes littéraires en rapport avec les diapositives.
- Deux films fixes et les deux bandes enregistrées qui les accompagnent : "A la fenêtre" - "Dans la rue".
- Brochure pédagogique sur l'utilisation des films, diapositives et textes.

2°- AU JARDIN PUBLIC.
- Film en 16 mm couleur (Quelques scènes caractéristiques du jardin public parisien).
- 28 diapositives.
- Textes littéraires.
- 1 film fixe et une bande enregistrée : "Au jardin public".
- Brochure pédagogique.

3°- **LE MARCHE.**
- Film en 16 mm couleur (Un jeune couple va faire le marché un dimanche matin, dans un quartier ouvrier de Paris).
- 33 diapositives.
- Textes littéraires.
- 1 film fixe et une bande enregistrée : "Les achats de Mme Thibaut".
- Brochure pédagogique.

4°- **IMAGES DU TRAVAIL.**
- Film en 16 mm couleur (La vie des travailleurs en France au jour le jour).
- Textes littéraires.
- Brochure pédagogique.

5°- **PARTONS EN VACANCES.**
- Film en 16 mm couleur (Où aller pendant les vacances ? Présentation de divers sites touristiques français).
- Textes littéraires.
- Brochure pédagogique.

6°- **LA PETITE FERME.**
- Film en 16 mm couleur (La vie d'une famille paysanne française au long des jours et des saisons).
- Textes littéraires.
- 32 diapositives.
- Brochure pédagogique.

7°- **IMAGES DE LA CAMPAGNE.**
- Film en 16 mm couleur (Les travaux de la campagne du printemps à l'automne).
- Textes littéraires.
- Brochure pédagogique.

8°- **LE TELEPHONE.**
- Film en noir et blanc 16 mm. (Un homme doit téléphoner à sa femme. Ses mésaventures).
- Film fixe et bande magnétique : "Le Téléphone".
- Brochure pédagogique.

9°- **UN HOMME TRANQUILLE.**
- Film en noir et blanc 16 mm (Un homme raconte à sa femme ce qu'il a fait pendant la journée. Film sur l'emploi du passé composé).
- Film fixe et bande magnétique (d'après le mécanisme 23 de notre méthode audio-visuelle).
- Textes littéraires.
- Brochure pédagogique.

10°- **JE MARCHAIS.**
- Film en 16 mm couleur (Film sur l'emploi de l'imparfait et du passé composé).
- 47 diapositives.
- Textes littéraires.
- Brochure pédagogique.

11°- **LA MALLE** (Logique 1)
- Film en 16 mm noir et blanc. (Film sur les relations logiques).
- Un film fixe.
- Textes littéraires. ) en cours de
- Brochure pédagogique. ) réalisation.

Fral

SOURCE : M. RIVENC (Q. 1964)

1. TARGET LANGUAGE.
Français.

2. STUDENT LANGUAGE.
Toutes nationalités.

3. TITLE.
Voix et Images de France (Saint-Cloud course) - 2ème degré.

4. AUTHOR.
Centre de Recherche et d'Etude pour la Diffusion du Français (C.R.E.D.I.F.) à l'Ecole Normale Supérieure - SAINT-CLOUD.

M. P. GUBERINA, Directeur de l'Institut de Phonétique de la Faculté des Lettres de l'Université de ZAGREB.

M. P. RIVENC, Directeur-Adjoint du C.R.E.D.I.F.

5. DATE OF FIRST AND MOST RECENT EDITION.
1958.

6. COMPONENTS.
Livre du Maître 256 p. - 23 bandes magnétiques.

7. PUBLISHER OR DISTRIBUTORS.
Diffusion soumise à des conditions particulières sauf pour les E.U.
(Chilton Books Philadelphia).
Angleterre (Harrap. Londres)
Canada
Suisse (Ed. Marcel DIDIER 4 & 6, rue de la Sorbonne - PARIS 6ème
Belgique.

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AVAILABILITY.

9. Consultez les éditeurs mentionnés rubrique 7.

10. Les restrictions apportées à la diffusion permettent d'exercer un contrôle sur la destination et le bon emploi de la méthode.

AREA OF USE.

11. 1ère année de français pour adolescents et adultes.

12. L'enseignement en classe avec un professeur ayant suivi un stage C.R.E.D.I.F.

13. Ecoles secondaires (à partir de 13 ans).
Adultes tous niveaux.

14. Ecole primaire jusqu'à l'Université.

PRINCIPLES AND GOALS.

15. Français Fondamental 2ème degré - 1900 mots.

16. Perfectionnement de la langue parlée et de la langue écrite.

COURSE ORGANIZATION.

17. 23 leçons.

18. 4/5 en classe, 1/5 en laboratoire de langues sous surveillance.

19. 5 heures par semaine (1 h par jour ou 3 fois 1 h 30 par semaine).

20. Selon appréciation du professeur.

21. Pas de livre pour les élèves mais textes et exercices spéciaux après introduction de l'écriture.

22. Après 60 heures environ.

23. A la discrétion du professeur.

24. Cahier d'orthographe et textes de lecture.

25. Introduction concernant les principes de la méthode et les procédés de classe, textes complets des leçons et des exercices présentés par le magnétophone.

26. Sketch - mécanisme grammatical et exercice de phonétique utilisation en quatre phases distinctes : présentation - explication - répétition et exploitation avec transposition.

### TESTS.

27. Tests C.G.M. 62 publiés par M. DIDIER pour apprécier les niveaux de langue.

28. En cours d'élaboration.

29. Voyez rubrique 27.

30. Voyez rubrique 27.

31. Voyez rubrique 27.

### AUDITORY COMPONENTS.

32. Bandes magnétiques pour la classe et disques en cours de production pour le travail à domicile.

33. Voix indigènes (hommes et femmes).

34. Vitesse normal de la conversation.

36. Dialogues et textes de lecture;

37. Répétition.

38. Répétition voix modèle.

39. Seulement les textes de lecture sont mis à la disposition des élèves.

41. Double piste bandes magnétiques pour la classe 19 cm/sec.
Double piste bandes magnétiques pour le laboratoire 9,5 cm/sec.

43. Droits d'auteurs prévus pour la prise de copie en cas de diffusion commerciale.

### STATIC VISUAL AIDS.

45. Environ 30 images.

46. Dessins.

47. Couleur 35 mm film fixe.

Fral

48. Récit et dialogue.

49. En classe.

MOTION PICTURES.

50. A titre de complément 16 mm; noir/blanc et couleur.

52. Voir annexe au Ier degré.

53. Voir annexe au Ier degré.

54. Voir annexe au Ier degré.

55. Voir annexe au Ier degré.

56. A la discrétion du professeur.

57. Tous types d'exercices.

58. Combinaison.

PROGRAMMED COURSE MATERIALS.

59. à 67. Nihil.

GENERAL OBSERVATIONS AND COMMENTS.

69. Méthode structuro-globale de SAINT-CLOUD.

70. Oui, mais liste complète non tenue à jour.

FrEa

SOURCE : AUTHOR (Q. 1964)

1. TARGET LANGUAGE.
French.

2. STUDENT LANGUAGE.
Intended for Americans. May be used by others having reasonably fluent command of English.

3. TITLE.
Speak and Read Essential French (Pimsleur's French program).

4. AUTHOR.
Paul Pimsleur. Director the Listening Center the Ohio State University - 164 West 17th Avenue Columbus, Ohio 43210.

5. DATE OF FIRST AND MOST RECENT EDITION.
May, 1964.

6. COMPONENTS.
Thirty half-hour taped units; Reading Booklet; instruction sheet.

7. PUBLISHER OR DISTRIBUTORS.
Distributed experimentally by author.

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AVAILABILITY.

9. $ 125 per set.

AREA OF USE.

11. Adults (tourists, businessmen, overseas specialists, academic persons, servicement, travelers, etc.). May also be used in high schools and colleges.

12. Primarily for self-study, but is also effective with study groups and classes.

13. Adults planning to go to France.

14. High school through adults.

PRINCIPLES AND GOALS.

15. Two hundred lexical items (from Français Fondamental), and essential structures, chosen in consultation with experienced teachers of French to Americans newly arrived in France.

16. Comprehend, speak, and read at a "courtesy level". Function in superficial social situations, meet travel needs, basic wants, and the demands of social encounters.

COURSE ORGANIZATION.

17. Thirty.

18. Entirely in (unsupervised) self-instructional sessions.

19. One hour per day for two months.

20. Course conceived entirely for home study.

21. Short conversation - review of previous material - introduction of new material - integrated review of new and previous material.

22. In second unit (and thereafter), written material is presented, though not usually the same material that is being drilled orally.

23. Review is integrated into each unit.

TESTS.

27. The programming method makes every frame a test, in a sense. Final section of each unit is a form of test of cumulative learning.

AUDITORY COMPONENTS.

32. Magnetic tapes at present; will appear in records at a future time.

33. One native "American" male, as teacher. Two native Parisians, one male and female, as native speakers.

34. Speech of educated Parisians in casual conversations.

35. Yes. Pauses for student response are of the essence in this method.

36. Entire lesson is recorded - much as if a well-organized classroom had been put on tape.

37. Constant responding.

38. Confirmation is given by a native speaker immediately following each response.

39. None recommended.

41. Fifteen two-track tapes, 3.75 ips, 26 minutes per track.

42. NARTB 100-8000 cps ± 2 db.

43. No copies allowed without written permission.

PROGRAMMED COURSE MATERIALS.

59. Self-teaching course, entirely programmed.

60. Linear.

61. Average 80 per unit (oral frames).

63. Oral, except for written words to be read by student during the brief reading portion of each unit.

64. Oral.

65. Oral.

66. For use with almost any tape recorder.

FrEa

SOURCE - PUBLISHER'S CATALOGUE. 1964.

1. TARGET LANGUAGE.
French

2. STUDENT LANGUAGE.
American English.

3. TITLE.
Introduction to French Speech Habits.

4. AUTHOR.
Pierre Delattre (University of Colorado).

5. DATE OF FIRST AND MOST RECENT EDITION.
1947.

6. COMPONENTS.
Text, 55 pp.; one gramophone recording.

7. PUBLISHER OR DISTRIBUTORS.
Holt, Rinehart, & Winston, Inc. 383 Madison Avenue
NEW YORK, New York.

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AVAILABILITY

9. Text (paper-bound) $ 1.20; recording, $3.60, plus excise tax, $.27.

AREA OF USE

12. Class and/or self study.

13. American students.

PRINCIPLES AND GOALS

16. Analysis and resolution of problems of French pronunciation for American students.

AUDITORY COMPONENTS.

32. Gramophone recordings.

33. One male nativeborn speaker (author).

34. Considerably slower than normal speed, syllables well articulated.

35. Yes.

36. Pronunciation exercices.

37. Echoic repetition

38. Oral (repetition)

40. Two sides, 33 1/3 rpm, 23 minutes per side.

Fr En

SOURCE : PUBLISHER (Q. 1964).

1. **TARGET LANGUAGE.**
French.

2. **STUDENT LANGUAGE.**
English.

3. **TITLE.**
Le Français Vivant.

4. **AUTHORS.**
F. C. A. Jeanneret, University College, University of Toronto
Dora Stock, North Toronto Collegiate Institute, Toronto
Marie Stock, McMaster University Hamilton.

5. **DATE OF FIRST AND MOST RECENT EDITION.**
1957.

6. **COMPONENTS.**
Le Français Vivant (text 335 pp.) $2.55. ; Teaching Techniques and Resource Material (a sixty-page teacher's guide)$1.00, ; Display Illustrations (20 black and white pictures on heavy card) $10.50; Flash Cards (90 words and phrases) $5.00; Text Tapes (4 reels) $40.00; Text Records (11 discs) $40.00; Test Records (2 discs) $8.00; Test Sheets (4 tests) $4.00; Lab Tapes (3 reels with additional material in preparation) $30.00; Lab Tape Script $1.25.

7. **PUBLISHER OR DISTRIBUTORS.**
The Copp Clark Publishing Co. Ltd.; 517 Wellington St. West,
Toronto 2-B, Ontario.

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**AVAILABILITY.**

9. See N° 6.

**AREA OF USE.**

11. Secondary, Grades IX and X (first two years of Canadian secondary school).

12. Intended primarily for class.

13. Ages 13 to 16. Text used also by some adults as an introduction to French.

**PRINCIPLES AND GOALS.**

15. Based on the Course of Study for Grades IX and X drawn up by the Curriculum Committee of the Ontario Modern Language Teacher's Association.

16. A beginner's book especially designed for use in Canadian schools.

## COURSE ORGANIZATION.

17. Thirty-five lessons supplemented by tapes and records (text tapes and records). Speech patterns on lab tapes complete to the end of lesson 18. Lab tapes for lessons 19-35 in preparation.

18. At the individual teacher's discretion. Suggestions are contained in "Teaching Technique and resource Material", the teacher's guide.

19. Daily periods of thirty to forty five minutes throughout the school year.

20. Regular daily homework.

21. Prose selection followed by vocabulary notes, and grammar related to the selection. Exercises for oral and written work. Each lesson is supplemented by tapes and recordings which follow the text and by the lab tapes which present pattern drills related to each lesson.

22. After approximately six weeks. (Fifteen introductory lessons.)

23. Every fifth lesson.

25. Teacher's guide is a short sixty-page manual of suggestions related to method.

26. Follows organization of text. (See N° 21)

## TESTS.

27. Four oral comprehension tests on records covering the first eight introductory lessons.

29. Test records and answer sheets.

30. Combination of oral, writing and reading skills.

31. Multiple-choice responses to oral statements on records.

## AUDITORY COMPONENTS.

32. Both.

33. Lab Tapes - three male and three female native speakers.
Text Tapes - two male and two female native speakers.
Test Records - one male and one female native speakers,
twelve different voices in all.

34. Each lesson or drill begins at slower than normal pace but accelerates gradually to normal conversational speed.

35. Yes.

36. A combination of dialogues etc.

37. Echoic repetition, structural variations and transformations.

Fr En

38. Yes. The recorded voice gives the correct pronunciation or variation after the pause for the student's response.

39. The bulk of the text, "Le Francais Vivant", is reproduced on tape and records. Tapes and records are recommended for the teacher's convenience only.

40. Text Records 22 sides ; 33-1/3 RPM. 20 min. per side.
Test Records 4 sides ; 33-1/3 RPM. 20 min. per side.

41. Text Tapes 4 reels : half-track; 3-3/4 IPS ; 2 hrs. approx.
Lab Tapes 3 reels; Half track ; 3-3/4 IPS; 2 hrs approx.

42. Records RIAA 40 - 12000 cps. ± 2 db.
Master Tapes NARTB 40 - 12000 cps. ± 2 db.
Dupes from masters 40 - 9000 cps.

43. At least one set of material to be copied must be purchased by the school intending to use the tapes or records. An institution or educational authority may not supply its schools with materials copied from a single set of tapes or records. This privilege is extended to single schools only, on condition that the use of copies is restricted to classrooms within the school.

STATIC VISUAL AIDS.

44. Yes. Display Illustrations - 20 black and white pictures on heavy card.

46. Drawings.

47. Wall charts 28" x 40"

48. In class to supplement text and to stimulate conversation.

Fr En

SOURCE : PUBLISHER (Q 1964)

1. TARGET LANGUAGE.
French.

2. STUDENT LANGUAGE.
English.

3. TITLE.
En Classe.

4. AUTHOR.
Roger Pillet, Ph. D., Assistant Professor of Education in French, The University of Chicago.

5. DATE OF FIRST AND MOST RECENT EDITION.
1961.

6. COMPONENTS.
20 filmstrips of 40-50 frames each; 11 records (21 sides), 33-13 rpm, approximately 18 minutes per side; 2 Teacher's Guides, 61 pages; 2 storage boxes.

7. PUBLISHER OR DISTRIBUTORS.
Coronet Instructional Films, 65 E. South Water Street, Chicago, Illinois 60601, U.S.A.

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AVAILABILITY.

9. $ 195.

AREA OF USE.

11. Primary and intermediate grades, specifically Grade 3.

12. Class.

13. U.S. public schools, ages 8-12.

14. Ages 12-18 for supplementary use.

PRINCIPLES AND GOALS.

16. Conversational proficiency in greetings, polite phrases, simple sentences dealing with daily activities, numbers and familiar French songs.

COURSE ORGANIZATION.

17. 20.

18. Class sessions.

19. About 20 minutes daily

20. None.

21. New sentences, review of previous lessons, numbers, songs.

25. Complete transcript of recordings, suggestions to teacher, added information on proper names, classroom procedures, bibliography, etc.

**TESTS.**

27. Sample tests in Teacher's Manual.

AUDITORY COMPONENTS.

32. Records.

33. One male, one female, several children.

34. Normal conversation, occasionally more slowly.

35. Yes.

36. Dialogues, songs.

STATIC VISUAL AIDS.

44. Yes.

45. 40-50.

46. Photographs.

47. 35mm filmstrip in color.

48. Classroom and home scenes posed with puppets.

Fr En

SOURCE : TAPE PUBLISHER (Q. 1964)

1. TARGET LANGUAGE.
French.

2. STUDENT LANGUAGE.
English speakers, but in part not limited.

3. TITLE.
Foreign Service Institute Basic Course, French.

4. AUTHOR.
Foreign Service Institute.

5. COMPONENTS.
85 reels. Text.

7. PUBLISHER OR DISTRIBUTORS.
Electronic Teaching Laboratories, 5034 Wisconsin Avenue, NW,
Washington 16, D.C.
For text, apply to supt. of Documents.

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AVAILABILITY.

9. FSI tape - $199.00. Text, 2 Vols. - $2.00 ea.

AREA OF USE.

11. Applicable to all levels.

12. Class.

PRINCIPLES AND GOALS.

16. Comprehend and communicate in normal social situations. Develop accurate phonetic and intonational habits.

COURSE ORGANIZATION.

17. 85 units.

18. As desired.

19. As desired.

20. None.

21. Pattern drills for class and/or laboratory use.

22. As desired.

25. Script only.

26. As desired.

### AUDITORY COMPONENTS.

32. Tapes.

33. Variety of male and female speakers.

34. Combination.

35. Yes.

36. Drill patterns.

37. Response to questions. Echoic repetitions.

38. Yes, 4 phase drills.

39. Not recommended.

41. 3.75 ips on 1 1/2 mil Mylar tapes.

43. Unlimited copying from master tapes is authorized for use within purchasing school or agency.

Fr En

SOURCE : PUBLISHER (Q., 1964)

1. TARGET LANGUAGE.
Language of study : French.

2. STUDENT LANGUAGE.
Intended for students with a knowledge of English.

3. TITLE.
Speak and Read French.

4. AUTHORS.
Armand Begue, Brooklyn College
Louise Begus, Sarah Lawrence College
Produced by : Eugene Bruck
Publication Editor : Paul Unger
Originated by : Moses Asch.

5. DATE OF FIRST AND MOST RECENT EDITION.
1961.

6. COMPONENTS.
158 pages text book in French and English; 6 longplay records; student work books; part one-11 pages; part two - 12 pages; part three 12 pages; plus six pages English-French glossary.

7. PUBLISHER OR DISTRIBUTORS.
Folkways Records & Service Corp., 165 W 6th St., New York City 36, N.Y., U.S.A.

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Belgium : Schott Freres, 30 rue St.Jean, Bruxelles 1
Canada : Allied Records Corps., 5963 Monkland Ave., Montreal
England : Transatlantic Records, 72 Heath St., London, N.W.3
France : Le Chant du Monde, 32 rue Beaujon, Paris
Germany : Electrola G.m.b.H.,Maarweg 149, Koln-Braunsfeld
Italy : "Saar" Ltd., Viale de Porte, Vercellina 14, Milano
New Zealands : A.H. & A.W. Reed, 182 Wakefield St., Wellington
Switserland : Jecklin & Co., 42 Raemistrasse, Zurich.

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AVAILABILITY.

9. $20.85, including one copy of "Speak and Read French" text book and three student work books.

AREA OF USE.

11. Junior Righ School and refresher in first year of college.

12. Class study.

13. Junior High School, Senior High School, first year of university, adult.

14. Upper secondary school through adult.

PRINCIPLES AND GOALS.

15. Social situations, grammer, plus review.

16. Teach pronunciation and intonation of French from the fundamental stages of leaning and enable the student to lay the foundation for mastering the language. Teaches the most essential patterns and phrases of the French language in their normal, everyday usages and enables the student to ask simple questions immediately and participate is elementary conversation.
The course is also designed to serve as a refresher for poeple whe already have a knowledge of the language and who wish to refresh themselves with its principles.

COURSE ORGANIZATION.

17. 20 lessons.

18. Alternating class and lab sessions.

19. One tern.

20. Section par lesson.

21. The recorded French texts consist of purposely related sentences most of which introduce some useful patterns of speech. These disassociated sentences provide a great variety of forms and topics and avoid the pitfalls of puerility and artificiality which are almost inevitable in a sustained story at the beginner's level. No translation is given of the recorded material (sentences and patterns of speech) so as to compel the student to make the initial, personal;and indispensable study of the corresponding vocabulary and grammer.
The most elementary grammatical rules relating to points as illustrated in corresponding sets of patterns and sentences, with examples and their translations, are set down.
Thirteen exercises of 20 sentences are offered the student to self-check progress made. The student should not consider a chapter completed until he has written down the proposed exercises and checked his translations against the correct versions which appear inverted on the following page of the record text.
A group of four Appendices give forms of Auxiliery Verbs, Regular Verbs, most useful Irregular Verbs and Verbs requiring de, à or no proposition.
A vocabulary sheet is also included.

22. From the start.

23. Every fifth lesson.

24. Translation into the target language.

25. Teaching plan for all lessons and drills.

26. Part. I - Essentials of French Pronunciations; Elementary Sounds and Their Various Spellings; Pronunciation Drill based on Cognates; Gender; Articles, Personal Pronouns as Subjects; Regular -ER Verbs, Interrogative Forms, Qualifying and Possessive Adjectives; Interrogative Adjectives, Avoir. Negation, Aller, Numerals; Exclamatory Adjectives, Interrogative Pronouns, Que as a Conjuntion and as a Relative, Orthographical Changes in-ER Verbs.

Part 2 - Comparative and Superlative, Possessive Pronouns, Indefinite Pronouns and Adjectives, Demonstrative Adjective ce, Stressed Forms of Personal Pronouns, Faire; On, Future of Regular Verbs, of être and avoir, Personal Pronouns as Indirect Objects, Adverbs, Indefinite Adjectives and Pronouns, Qu'est-ce que c'est que ...? Vouloir. Partitive, Regular -RE Verbs, Venir, Demonstrative Pronouns; Adverbs of Quantity, Some Irregular Verbs, Infinitive After Propositions; Relative, Interrogative and Demonstrative Pronouns, En; Le Passé Compoosé.

Part 3 - Imparfest, Conditional, Pluperfect, Past Conditional, Present Participle, Present Indicative with depuis Y: Subjonctive, Past infinitive, Devoir; Faire followed by Infinitive Adjective and Pronouns, Passive Voice; Drill on Eat Training; Grammar Reviews and Patterns of Speech.

TESTS.

27. Achievement tests.

28. Two in Part 1; four in Part 2 and four in Part 3.

29. Tester's evaluation scals.

30. Skills are measured by listening comprehension, reading comprehension and written translations.

31. Translation into target language.

AUDITORY COMPONENTS.

32. The course uses phonograph records.

33. One male native speaker and one female native speaker.

34. Cultivated speech spoken at normal speed.

36. Pronunciation exercises, Drill Patterns, Phrases and sentences.

37. By progression : Comprehension, Echoic repetition, Translating.

38. Yes, both written and oral.

39. Complete. Recommended during entire exercise.

40. Twelve sides, 33 1/3 rpm, 25-27 minutes per side.

42. 70-8000 c/p/s/

43. No copying permitted. Users must order additional record sets at same or reduced prices.

GENERAL OBSERVATIONS AND COMMENTS.

68. Course is designed to assist Travallers who know the language, as a refresher and for students who need a refresher course.

69. The basic aim of the course is to teach pronunciation and intonation of French from the fundamental stages of learning and to enable the student to lay foundations for mastering the language. It teaches the most essential patterns and phrases of the French Language in their normal everday usages and enables the student to ask and answer simple questions immediately and participate is elementary conversation. The material presented in this course in concentrated form would normally be learned over a much more extended period. The value of listening and repeating until the material is learned by heart cannot be overemphisised.

70. The Course is used by the French Information Service.

Fr En

SOURCE : PUBLISHER (Q. 1964)

1. TARGET LANGUAGE.
French (the standard speech of cultivated French people)

2. STUDENT LANGUAGE.
English.

3. TITLE.
Funk & Wagnalls New Language Phone Method - French.

4. AUTHOR.
Professor Frédéric Ernst, Emeritus Professor of French and Chairman of Romance Language Department, New York University, New York, N.Y., U.S.A.

5. DATE OF FIRST AND MOST RECENT EDITION.
1901 - 4th edition - 1959.

6. COMPONENTS.
Student text (1) NEW FRENCH SELF TAUGHT, six plus 385 pages; (2) THE FRENCH LANGUAGE - MANUAL OF RECORDED MATERIAL, 87 pages; (3) (a) 18 10-inch, two-sided records, 78 rpm, or (b) 6 12-inch, two sided 33 1/3 LP records.

7. PUBLISHER OR DISTRIBUTORS.
Funk & Wagnalls Company, Inc., 360 Lexington Avenue, New York, N.Y. 10017, U.S.A.

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AVAILABILITY.

9. $49.50. The text - NEW FRENCH SELF TAUGHT - is available separately at $3.50 in cloth binding; at $1.95 in paper binding. The MANUAL OF RECORDED MATERIAL is available separately at $3.00. Educational discounts (to teachers and educational institutions) are as follows; for one set - 20%; for 2 to 5 sets - 33 1/3%; for over 5 sets - 40%. These same discounts apply also to the books. Records are not sold separately, except for the replacement of lost or damaged records.

AREA OF USE.

11. Elementary. Presumes no previous knowledge of language. Complete course roughly equivalent to two years of university study.

12. Self study.

13. Any adult of reasonable intelligence and educational background (high school).

14. Upper secondary school through adult.

## PRINCIPLES AND GOALS.

15. Vocabulary not based on any specific study, but rather on long practical teaching experience of editors : approximately 5,000 words.

16. Comprehend and communicate in normal social and commercial situations. Develop accurate phonetic and intonational habits.

## COURSE ORGANIZATION.

17. 36 - two lessons on pronunciation, and 34 based on text.

19. As a self-study course, rhythm and duration would vary greatly with the individual.

20. Course conceived primarily for home study.

21. Short dialogue - pronunciation drills - grammatical explanation - verb study - conversational patterns - reading texts.

22. From start.

23. No.

## AUDITORY COMPONENTS.

32. Gramaphone records.

33. Three speakers, one male, two female. All natives of France.

34. Cultivated speech, at first considerably slower than normal speed, gradually increasing in speed, although never reaching the speed of the native speaker in casual conversation.

35. Yes (in general, but not always).

36. Pronunciation exercises; dialogues; drill patterns; letters (commercial); literary texts.

39. Text and manual recommended at all times. In most cases, English translation is alongside the French, or on facing page.

40. (a) Twelve sides, 33 1/3 speed, 9-10 minutes per side; or (b) 36 sides, 78 rpm, 3-4 minutes per side.

## GENERAL OBSERBATIONS AND COMMENTS.

69. For over fifty years the LANGUAGE PHONE METHOD has proved successful with thousands of students. Based on sound principles of learning, the method is logical and effective. While the LANGUAGE PHONE METHOD remains basically the same as before, these new courses have been completely revised (1959) and brought up to date to meet current needs. Native-born speakers have made the recordings which are fully coordinated with the accompanying manual and "self taught" book.

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The course starts with a clear and scientific presentation of pronunciation, followed by dialogues representing practical everyday situations, and ending with literary selections from novels, plays, and poetry. As new words are introduced in the text, pronunciation is indicated by International Phonetic symbols.

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SOURCE : PUBLISHER (Q. 1964)

1. TARGET LANGUAGE.
French.

2. STUDENT LANGUAGE.
English.

3. TITLE.
Tan-Gau Method.

4. AUTHOR.
Raymond Duplantie, B.A.
Supervisor of French Instruction, Peterborough Board of Education,
Peterborough, Ontario, Canada.

5. DATE OF FIRST AND MOST RECENT EDITION.
Tan-Gau I, Experimental edition - Dec. 1963.
Tan-Gau II, Experimental edition - Aug. 1964.

6. COMPONENTS.
Tan-Gau I,
Teacher's Manual - 344pp.
Pupil's books (illustrated dialogue) 40 pp.
Flash cards (Related to posters, songs, and subject matter) - 102
Posters (Pictures for conversation) 6.
Tape recording of illustrated dialogue - 1.

Tan-Gau II,
Teacher's Manual 368 pp.
Pupil's books
    Premier livret (illustrated exercises) 84 pp.
    Deuxième livret (Reader) 84 pp.
Flash cards 94
Posters-24
Tape recording of illustrated exercises - 1.

7. PUBLISHER OR DISTRIBUTORS.
W.J. Gage Limited, 1500 Birchmount Rd., Scarborough, Ontario, Canada.

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AVAILABILITY.

8. Tan-Gau III & IV (Material for the third and fourth year of French) scheduled for 1965 and 1966 respectively.

9. First-year program

| | |
|---|---|
| Teacher's guide | $3.00 |
| Posters (6) | 10.00 |
| Flash cards (102) | 5.50 |
| Children's book (40pages) | .60 |
| Tape recording | 5.00 |

Second-year program

| | |
|---|---|
| Teacher''s guide | $3.00 |
| Posters (24) | 12.00 |
| Flashcards (94) | 5.50 |
| Children's book A(84pp) | 1.00 |
| Children's book B(84pp) | 1.00 |
| Tape recording | 7.50 |

10. Public distribution is authorized.

AREA OF USE.

11. Elementary schools

| | | |
|---|---|---|
| Tan-Gau I | Grade V | 9 to 11 years old |
| Tan-Gau II | Grade VI | 11 to 12 years old |
| Tan-Gau III | Grade VII | 12 to 13 years old |
| Tan-Gau IV | Grade VIII | 13 to 14 years old. |

12. Class study.

13. Elementary schools of Canada and U.S.A. (Probably more general use if desired). Elementary schools attended by English - speaking children in other countries.

14. Second half of elementary schools.

PRINCIPLES AND GOALS.

15. Lexical and structural items used in the course based on Français Fondamental, 1er degré.

Source of linguistic principles

Teaching French - An introduction to Applied Linguistics by R.L. Politzer - Ginn and co., 1960, Toronto, Canada.
Linguistics Applied to the Beginning French Course by F. Marty - Audio-Visual Publication, Box 5497, Roanoke, Virginia, U.S.A.
Linguistique appliquée et techniques audio-visuelles dans l'enseignement des langues - Guy Rondeau, M.A., D.E.S., - Université de Montréal, Quebec, Canada.

16. 1. Audio - comprehension

(a) To attune the ear of the learner to the sounds and patterns of sounds, the intonation, and the rhythm of spoken French.

methods
(1) Exercises in phonation;
(2) Dialogues recorded on tape and illustrated in the pupil's book;
(3) Songs;
(4) Teacher's example;
(5) French films.

(b) To have the learner understand the language units directly, without the use of translation.

methods
(1) Large posters (Tableaux - conversation)
(2) Flash-cards (cartes éclairs);
(3) Illustrated dialogues;
(4) Other objects or pictures that could be useful;
(5) Linking the language units to facilitate the passage

Fr En

from known to unknown material.

(c) To have the learner understand globally the thoughts expressed without analysing the grammatical elements of the language units.

methods
(1) Exercises in intuitive comprehension;
(2) Demonstrations;
(3) Exercises on the imperative forms of the verbs;
(4) Illustrated dialogues.

2. Oral expression

Some pupils reach this stage quite early; others take more time. As soon as some pupils start speaking, care must be taken that the language units understood are assimilated, that reflexes are developed, and that the pupils can use the units in new situations.

methods
(a) Conversations between teacher and pupils;
(b) Series of commands given by the pupils;
(c) "Jeux de questions" conducted by the pupils;
(d) Games to provide pattern-drills;
(e) Free expression periods on the "tableaux-conversation";
(f) Dialogues contained in the pupil's book.

3. A liking for the language

Above all, the teacher must foster a liking for the language, because second language lessons can have deep and lasting influence on the social attitudes of the pupils.

COURSE ORGANISATION.

17.

18. Entirely in class sessions.

19. One 20-minute lesson, five days a week for four years - or one 25-minute lesson, four days a week for four years.

20. No outside study.

21. First two years' book are mainly illustrations related to recorded dialogues or patterns of sentence structure.

22. Written text introduced late in first semester of second year of study.

23. Review lessons at the end of each frame.

24. In preparation (for third and fourth years of the program).

25. Description of the method and techniques.
The course is presented in centres of interest which are in turn split into logical divisions or frames. Known material, acquisitions, and question-types are prescribed in each of these frames. Lesson notes and instructions are given in great detail for early lessons whereas those toward the end of the guide are dealt with more briefly.

26. a. Global presentation of the situation.
    b. Instensive presentation of new units of language (new structures or new vocabulary in structure already known) followed by question-and-answer work. Pattern drills and intonation patters are taken into account in this process.
    c. Phonation exercises (auditory perceptions; auditory discrimination; phonation).
    d. Pattern drills from pictures in pupil's books and recorded on tape.
    e. Free expression : reconstruction of situation.
    f. Dialogue based on similar situation; (1) model dialogue with choral and individual repetition; (2) questions and answers suggested by dialogue; (3) reconstruction of dialogue from memory.

TESTS.

27. In preparation.

AUDITORY COMPONENTS.

32. Magnetic tape.

33. Native speakers (from Canada and from France) - male and female.

34. Cultivated speech - at normal conversational speed in dialogue - but at a slightly slower speed in exercises.

35. Yes.

36. Dialogues - Pattern drills - Substitutions - Pronunciation exercises on vowel and consonant sounds in preparation.

37. Listening and comprehension exercises.
Identical repetition.
Substitutions in structure.
Response to question.

38. Model is heard after student response for comparison and correction, followed by another attempt on the part of the student for reinforcement.

39. Texts of recordings not available to students.

41. One each year (1st and 2nd years) Half track; 3 3/4 i.p.s.; approximately half hour for first year, longer for second.

43. Tape is copyright material.

STATIC VISUAL AIDS.

44. Yes.

45. Approximately 8 images every other lesson.

46. Images derived from drawing - conceived especially for the program.

Fr En

47. Black and white pictures in children's books, also black and white flash cards and posters. (Original set of first-year posters is in color but may be replaced by black and white.)

48. (a) Posters
Situation depicted (large poster)

(b) Flash cards
Structural schema
Isolated objects (for substitution in a structure)
Sequence of situation.

(c) Pupil's books
Dialogue sequences
Narrative sequences
Structural schema
Isolated objects to be substituted in a given structure.

49. To replace written text.
To communicate lexical meaning.
To provide a learning situation.
To provide clues for student response.
To reinforce the use of certain structures.

PROGRAMMED COURSE MATERIALS.

59. Phonation exercises are programmed and organized to be used without teaching machines. The sequencing of structures and vocabulary is programmed within each frame and presented to be used in the classroom without teaching machine.

60. Linear programming.

**Fr En**

SOURCE PUBLISHER (C. 1964)

1. TARGET LANGUAGE
French

2. STUDENT LANGUAGE
English

3. TITLE
Intermediate Conversational French.

4. AUTHORS
Julian Harris and André Lévêque (Univ. of Wisconsin)

5. DATE OF FIRST AND MOST RECENT EDITION
1960

6. COMPONENTS
Student text, 276p.; 2 gramophone recordings; tapes, 8 reels (3 3/4ips) or 17 reels (7 1/2 ips)

7. PUBLISHERS OR DISTRIBUTORS
Holt, Rinehart, and Winston, Inc. 383, Madison Avenue. NEW-YORK.
(New-YOrk)

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9. AVAILABILITY
Text, $400; gramophone recordings, $7.60, Federal excise tax $57; tapes, 3 3/4ips, $ 80.00, 7 1/2ips, free-of-charge loan-for-duplication, or for sale, $ 127.50

AREA OF USE

11. Intermediate

12. Class

13. U.S. college or high school.

14. Intermediates, adolescent through adult.

COURSE ORGANIZATION

19. Two semester course

21. Thirty chapters, alternating grammar and conversation units.

AUDITORY COMPONENTS

32. Gramophone recordings or magnetic tape recordings

33. All native born speakers

35. Yes

36. Gramophone recordings : all conversations of text with pauses for

36. . student imitation, then without pauses for aural comprehension . Tapes : conversation & exercises in text, plus pattern drills not in text .

37 . Echoic repetition, comprehension, structural variations and transformations .

39. Script of tape drills available for teachers only .

40 . Four sides, 12 inch, 33 1/3rpm, 20 minutes per side .

41 . Eight 7-inch, 1200-foot-reels, 3 3/4ips, double track, two hours pe reel; seventeen 7-inch, 1200-foot reels, 7 1/2 ips, double track, one hour per reel .

43. Unlimited copying from master tapes authorized for use within purchasing school or agency .

Fr En

SOURCE : PUBLISHER (C, 1964)

1. TARGET LANGUAGE.
French.

2. STUDENT LANGUAGE.
English.

3. TITLE.
First-year French.

4. AUTHORS.
Edmond Méras (Philips Exeter Academy) and Mario Pei (Columbia).

5. DATE OF FIRST AND MOST RECENT EDITION.

Revised 1957.

6. COMPONENTS.
Text, 346 pp. ; one 78 rpm gramophone recording.

7. PUBLISHER OR DISTRIBUTORS.
Holt, Rinehart, & Winston 383 Madison Avenue NEW-YORK New-York.
Gramophone recording available from Funk and Wagnalls,
360 Lexington Avenue, NEW-YORK New-York.

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AVAILABILITY.

9. Text, $ 4.60.

AREA OF USE.

11. Elementary.

12. Class.

13. U.S. college.

14. Beginners, adolescent through adult.

PRINCIPLES AND GOALS.

16. Accurate reading and writing as well as speaking and understanding; primary emphasis placed upon (1) frequency of occurrence, (2) memorization (3) realism of conversation.

COURSE ORGANIZATION.

19. Three hours a week for two semesters.

21. Conversational grammar and reader. Reading selections consist of nine well-known works of French literature, including Anatole France's Comédie de celui qui épousa une femme muette.

22. From start.

AUDITORY COMPONENTS.

32. Gramophone recording. 33. All native-born speakers.

36. Materials from the Introduction to Pronunciation.

40. Two sides, 78 rpm.

Fr En

SOURCE - PUBLISHER'S CATALOGUE, 1964.

1. TARGET LANGUAGE.
French.

2. STUDENT LANGUAGE.
English.

3. TITLE.
Contes et Scénarios.

4. AUTHORS.
Katherine T. Brearley ; Marguerite A. Primeau ; and R. R. Jeffels (British Columbia).

5. DATE OF FIRST AND MOST RECENT EDITION.
1960.

6. COMPONENTS.
Student's Text, 193 pp. ; seven tapes.

7. PUBLISHER OR DISTRIBUTORS.
Holt, Rinehart, & Winston, Inc. 383 Madison Avenue,
NEW YORK, New York.

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AVAILABILITY.

9. Student's text, $ 3.00; seven tapes, free-of-charge loan-for-duplication, or for sale, $ 52.50.

AREA OF USE.

11. Intermediate.

12. Class.

14. Secondary trhough adult.

COURSE ORGANIZATION.

21. Four popular French short stories are presented in full, each followed by a dramatization written in somple conversational style using modern French.

AUDITORY COMPONENTS.

32. Magnetic tapes.

33. Three male, two female speakers, all native born.

34. Cultivated speech, normal speed.

35. Yes, in questionnaires.

36. Section of short story read at normal speed; with spacings ; oral questions.

37. Comprehension. Response to questions.

38. Oral-answer given after pause.

41. Seven 7-inch double track reels, 7 1/2 ips., 1200 feet, one hour each.

43. Unlimited copying from master tapes is authorized for use within purchasing school or agency.

Fr En

SOURCES- PUBLISHER'S CATALOGUE, 1964 .

1 . TARGET LANGUAGE
French

2 . STUDENT LANGUAGE
English

3 . TITLE
Promenades en France .

4 . AUTHORS
René Bellé (University of Southern California) and Andrée Fénelon Haas ( The Westridge School ) .

5 . DATE OF FIRST AND MOST RECENT EDITION
1957 . Revised edition .

6 . COMPONENTS
Student's text, 202 pp. ; eleven double track tapes (7 1/2 ips ) or eleven full track tapes (3 3/4 ips ).

7 . PUBLISHERS OR DISTRIBUTORS
Holt, Rinehart, & Winston Inc. 383, Madison Avenue . NEW-YORK. (New-York ) .

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AVAILABILITY

9 . Student text, $ 3.90 ; tapes, free-of-charge loan-for duplication, or for sale, $ 78.75 .

AREA OF USE

11 . Beginning .

12 . Class .

13 . U.S. upper secondary and college .

14 . Beginners, adolescent through adult .

PRINCIPLES AND GOALS

16 . Develop reading skills, introduce literature, furnish cultural background .

COURSE ORGANIZATION

19 . Five one hour sessions a week for one semester .

22 . From start .

## TESTS

27 . Questionnaires on tape .

29 . Tapes .

30 . Listening comprehension .

## AUDITORY COMPONENTS

32 . Magnetic tapes .

33 . One male , one female speaker, both native-born (authors ) .

34 . Cultivated speech at normal speed .

35 . In questionnaires, yes .

36 . Readings of all text passages . Questions and answers based on texts .

37 . Comprehension and response to questions

38 . Oral confirmation of responses to questions .

39 . From start .

41 . Eleven 7-inch full track (3 3/4ips ) or double track (7 1/2 ips ) tapes, one hour each .

43 . Unlimited copying from master tapes authorized within purchasing school or agency .

Fr En

SOURCE : PUBLISHER (C, 1964.)

1. TARGET LANGUAGE.
French.

2. STUDENT LANGUAGE.
English.

3. TITLE.
Spoken French.

4. AUTHORS.
François Denoeu (Dartmouth College) & R. A. Hall (Cornell University)

6. COMPONENTS.
Book; Key to exercises and tests ; 24 gramophone recordings (78 rpm) or 6 gramophone recordings (33 1/3 rpm).

7. PUBLISHER OR DISTRIBUTORS.
Holt, Rinehart, & Winston, Inc. 383 Madison Avenue,
NEW YORK, New York.

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AVAILABILITY.

9. Book, $ 3.00; key, $ 1.00. 24 78 rpm recordings, $ 47.81, Federal Excise tax, $ 3.19; complete course $ 55.00; or 6 33 1/3 rpm recordings, $ 43.40 Federal Excise tax, $ 2.60; complete course $ 50.00.

AREA OF USE.

11. Elementary.

12. Class and self study.

13. United States Armed Forces Institute language training program.

14. College and adults.

COURSE ORGANIZATION

22. From start.

TESTS.

27. Achievement tests.

AUDITORY COMPONENTS.

32. Gramophone recordings.

33. One male native-born speaker (Mr. Denoeu).

34. Colloquial, everyday speech of the better-educated Parisian.

35. Yes.

40. Forty-eight sides 78 rpm; twelve sides 33 1/3 rpm.

GENERAL OBSERVATIONS AND COMMENTS.

68. Part of the Holt Spoken Language series, comprising 22 courses, developed by the Intensive Language Program of the American Council of Learned Societies for the use of the United States Armed Forces Institute.

Fr En

SOURCE : PUBLISHER (C, 1964)

1. TARGET LANGUAGE.
French.

2. STUDENT LANGUAGE.
English.

3. TITLE.
Nouveau cours pratique de français pour commençants (Cleveland Plan).

4. AUTHORS.
E. B. de Sauzé (formerly Cleveland Public Schools). Recorded pattern drills by Eugene Dawson (Cleveland Public Schools).

5. DATE OF FIRST AND MOST RECENT EDITION.
1959

6. COMPONENTS.
Text, regular edition, 262 pp ; phonetic edition, 262 pp. (First Book); workbook (Nouveau cahier d'exerxices) key to workbook; manual; 4 standardized tests ; 4 gramophone recordings, pronunciation manual; tapes, 10 reels 3 3/4 ips, 20 reels 7 1/2 ips.

7. PUBLISHER OR DISTRIBUTORS.
Holt, Rinehart, and Winston, Inc. 383 Madison Avenue NEW-YORK New-York.

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AVAILABILITY.

9. Text (both editions), $ 3.60; workbook, $ 1,20; workbook key, $.40; manual, $.80; 4tests, $.16 each; gramophone recordings, $ 10.60, Federal Excise tax, $.80;pronunciation manual, $.28; 10 tapes (3 3/4 ips), $ 100.00, 20 tapes (7 1/2 ips), free-of-charge loan-for-duplication, or for sale, $150.00.

AREA OF USE.

11. Elementary.

12. Class.

13. U.S. junior high and high schools.

14. Beginners, adolescent through adult.

COURSE ORGANIZATION.

19. One hour aday, Five days a week, for two semesters.

22. From start.

TESTS.

27. Achievement tests.

28. Four : N°1 - Lessons 1-10; N°2 - Lessons 1-13; N°3 - Lessons 14-27; N°4 - Lessons 27-34.

## AUDITORY COMPONENTS.

32. Gramophone recordings and/or magnetic tape recordings.

33. Six native-born speakers, including author.

35. Yes.

36. Lectures, pattern drills, questionnaires, pronunciation drills.

37. Comprehension, echoic repetition, response to questions, structural variations and transformations.

40. Eight 78 rpm gramophone recordings.

41. Tapes, ten 7-inch, 1200-foot reels, double track 3 3/4 ips, two hours per reel; twenty 7-inch, 1200-foot reels, double track, 7 1/2 ips, one hour per reel.

43. Unlimited copying from master tapes authorized for use within purchasing school or agency.

## GENERAL OBSERVATIONS AND COMMENTS.

68. This is first-year course of three-year course series in the Cleveland Plan, followed by second-year course, Un peu de tout (second book), by Dr. de Sauzé and Agnès Dureau, revised by Eugene K. Dawson (Cleveland Public Schools), 1959, and by third-year course, Grammaire Française, by Dr. de Sauzé and Harriet M. True (formerly West Philadelphia High School for Girls), 1959. Neither of these courses includes audio-visual components.
Three supplementary texts by Dr de Sauzé are available for use within the Nouveau cours pratique de français pour commençants :

1. Lisons donc, 1932, reader, 146 pp., $ 2.20;
2. Exercices on French Irregular Verbs, and Verb Blanks, 1922, workbook, 103 pp. and 60 verb blanks, looseleaf, paper-bound, $1.96;
3. Using French, 1946, workbook, 101 pp., paperbound, $1.40.

Fr En

SOURCE : PUBLISHER (C. 1964)

1. TARGET LANGUAGE.
French.

2. STUDENT LANGUAGE.
English.

3. TITLE.
Ces gens qui passent.

4. AUTHORS.
Paul Langellier (Adelphi College) and Alice Langellier.

5. DATE OF FIRST AND MOST RECENT EDITION.
Revised, 1964. First edition 1951.

6. COMPONENTS.
Text, 1951 edition, 276 pp. 1964 edition : text, tapes.

7. PUBLISHER OR DISTRIBUTORS.
Holt, Rinehart, & Winston, Inc, 383 Madison Avenue NEW-YORK
New-York.

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AVAILABILITY.

9. Text, 1951 edition, $ 3.40.

AREA OF USE.

11. Intermediate.

12. Class.

13. U.S. secondary school and college.

14. Intermediates, adolescent through adult.

PRINCIPLES AND GOALS.

16. To develop student's knowledge of the French language while providing insight into certain customs and attitudes prevalent among the French.

COURSE ORGANIZATION.

19. To supplement second-or third-semester course.

21. Fifteen stories, all written by the authors.

AUDITORY COMPONENTS.

32 Magnetic tape recordings are in preparation.

Fr En

SOURCE : PUBLISHER (C, 1964)

1. TARGET LANGUAGE.
French.

2. STUDENT LANGUAGE.
English.

3. TITLE.
En France.

4. AUTHOR.
Alice Langellier.

5. DATE OF FIRST AND MOST RECENT EDITION.
1962.

6. COMPONENTS.
Text , 58 pp.; workbook, 109 pp.; 13 tapes.

7. PUBLISHER OR DISTRIBUTORS.
Holt, Rinehart, & Winston, 383 Madison Avenue,
NEW YORK, New York.

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AVAILABILITY.

9. Text, $ 2.20, workbook, $ 1.20 ; tapes, free-of-charge loan-for-duplication, or for sale, $ 97.50.

AREA OF USE.

11. Elementary.

12. Class.

13. U.S. COLLEGE or secondary school.

14. Beginners, adolescent through adult.

COURSE ORGANIZATION.

21. Eight short stories by the author.

22. From start.

24. All of the vocabulary and constructions needed to read each of the stories in text are presented in a related sequence that forms a story itself. Thus, when vocabulary and construction have become usable tools, the student is able to read the corresponding story without "translating", just as he would read a story in his native language.

## AUDITORY COMPNENTS.

32. Magnetic tape recordings.

33. All native-born speakers.

35. Yes.

36. (1) New, simplified narratives of about 6 sentences each, presented with sound effects; (2) These same sentences in individual repetition and pattern drills; (3) Other short narratives with similar exercises; (4) A new, longer narrative (still different from that in the reader) that recombines the sentences already practiced.

37. Comprehension, echoic repetition, structural variations and transformations

41. Thirteen 7-inch, 1200-foot reels, 7 1/2 ips. double track, one hour per reel.

43. Unlimited copying from master tapes authorized for use within purchasing school or agency.

Fr En

SOURCE PUBLISHER (C, 1964 )

1. TARGET LANGUAGE
French

2. STUDENT LANGUAGE
English

3. TITLE
Ecouter et chanter

4. AUTHORS
George Klinck, Jean Klinck, North Toronto Collegiate Institute .

6. COMPONENTS
Thirteen 7-inch 33 1/3 rpm Gramophone recordings ;student's booklet, 64pp; teacher's manual; tapes in preparation .

7. PUBLISHERS OR DISTRIBUTORS
Holt, Rinehart, & Winston, 383, Madison Avenue. NEW-YORK. (New-York).

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9. AVAILABILITY
Gramophone recordings (boxed set ), $ 9.80 Federal excise tax $ 74; student's booklet, $ 1.00;teacher's manual, gratis with orders for classroom sets of student's booklet .

AREA OF USE

11. Elementary

12. Class

13. U.S. elementary and junior high school.

COURSE ORGANIZATION

21. Melody and words of each song with a spot illustration for each song.

22. From start

25. Songs with piano accompaniment plus pattern drills based on the grammar and vocabulary of the songs . These drills complement the work of Ecouter et parler (see Côté et al. )and Le Français , book1 (see Ernst and Lévy) but can be used with any beginning French course .

32. AUDITORY COMPONENTS
Gramophone recordings or magnetic tape recordings .

36. Twenty-eight French songs, including canons, action songs, songs for French clubs, popular songs, carols, and patriotic songs .

37 **Comprehension, echoic repetition**

40 **Twenty-six sides, 7-inch, 331/3rpm**

43 **Unlimited copying from master tape is authorized for use within purchas sing school or agency .**

Fr En

SOURCE: PUBLISHER (C, 1964 )

1. TARGET LANGUAGE
French

2. STUDENT LANGUAGE
English

3. TITLE
Getting around in FRench

4. AUTHORS
François Denoeu (Dartmouth College )

6. COMPONENTS
One gramophone recording and album booklet .

7. PUBLISHERS OR DISTRIBUTORS
Holt, Rinehart and Winston, Inc. 383, Madison Avenue. NEW-YORK.
(New-York)

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9. AVAILABILITY
$2.98 Federal excise tax $22

AREA OF USE

11. Elementary

12. Self-study

13. College and adult

16. PRINCIPLES AND GOALS
Quick and easy mastery of basic words and phrases most frequently used in everyday life in France.

COURSE ORGANIZATION

22. From start

23. Gramophone recording

40. AUDITORY COMPONENTS
Two sides, 10 inch, 33 1/3 rpm., fifteen minutes per side .

Fr En

SOURCE-PUBLISHERS CATALOGUE, 1964

1. TARGET LANGUAGE.
French.

2. STUDENT LANGUAGE.
English.

3. TITLE.
Le Français : Ecouter et Parler.

4. AUTHORS.
Dominique G. Côté (Branford, Connecticut, High School);
Sylvia Narins Levy (Washington Irving High School, New York City);
Patricia O'Connor (Brown University).

5. DATE OF FIRST AND MOST RECENT EDITION.
1962.

6. COMPONENTS.
Student's book, 273 p.; Teacher's edition: 4 tests; 19 unit quizzes; workbook 118 p.; grading chart ; 60 flashcards; 10 gramophone recordings; 21 "sequential" tapes; 21 "programed" tapes.

7. PUBLISHER OR DISTRIBUTORS.
Holt, Rinehart, & Winston, Inc. 838 Madison Avenue,
NEW YORK, New York.

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AVAILABILITY.

9. Student's book, $ 4.12; teacher's edition (gratis to teachers), $ 4.80; 4 tests (key gratis to teacher), $.48; workbook, $ 1.36; 60 flashcards, $ 24.00; 21 "sequential" tapes, free-of-charge loan-for duplication; 21 "programed" tapes, $ 210.00

**AREA OF USE.**

11. Secondary. First-year course, preceding Parler et Lire (q. v.)

12. Class. (Primarily aural-oral)

13. American high-school and junior high school, to begin at seventh, eighth or ninth grade level.

14. Secondary school.

**PRINCIPLES AND GOALS.**

16. The method features intensive patterned practice of basic structure and simple, useful vocabulary in meaningful situations. Through the five essential steps - Recognition, Imitation, Repetition, Variation, and Selection - the

student advances to total mastery of the basic material.

### COURSE ORGANIZATION.

17. 65.

18. Two labs to one class (Two labs to one lesson unit - number of classes per lesson is unspecified.)

19. Two school semesters. One hour a day, five days a week, thirty-six weeks.

21 Basic dialogue, 20 short sentences, 10 question and answer pairs developing dialogues, 10 pattern practices, series of conversation; after Unit 5, Topics for Reports.

22. From start.

23. Every fourth lesson (total of five).

24. 59 assignements-matching of texts, labeling and identifying drawings.

25. All materials inStudent's Book, together with step-by-step lesson plans, suggestions, directions, supplementary exercises, games and ideas.

### TESTS.

27. Four quarterly achievement tests, nineteen unit quizzes.

28. One unit quiz after each lesson unit, quarterly test.

29. Printed tests to evaluate aural comprehension (keyed to script on Key and recorded on tape) and reading ability. Also grading chart to help teacher grade specific points of oral performance during classroom instruction.

30. Reading ability and aural comprehension.

### AUDITORY COMPONENTS.

32. Magnetic tapes or gramophone recordings.

33. All native-born speakers.

35. Yes.

36. "Sequential" tapes follow sequence of Student's Book
"Programed" tapes arrange material of Student's Book in 40 twenty-minute programs, each containing a variety of practice.

40. Twenty sides 7-inch 33 1/3 rpm, containing Basic Dialogues only.

41. Twenty-one tapes : "sequential" , double track , 7 1/2 ips., 1200-foot, one hour each; "programed", single track, 3 3/4 ips. 1200 feet, 40 minutes each.

43. Unlimited copying from master tape is authorized for use within purchasing school or agency.

Fr En

SOURCE-PUBLISHER (C, 1964).

1. TARGET LANGUAGE.
French.

2. STUDENT LANGUAGE.
English.

3. TITLE.
Au pays du soleil.

4. AUTHORS.
Louise Bégué, Sarah Lawrence College. Illustrated by Frederick Franck.

5. DATE OF FIRST AND MOST RECENT EDITION.
1958.

6. COMPONENTS.
Text, 118 pp.; three (3 3/4 ips.)tapes or six (7 1/2 ips.) tapes.

7. PUBLISHER OR DISTRIBUTORS.
Holt, Rinehart, & Winston, Inc. 383 Madison Avenue,
NEW YORK, New York.

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AVAILABILITY.

9. Text, $ 3.60; tapes, free-of-charge loan-for-duplication; or for sale, three (3 3/4 ips) tapes, $ 30.00, six (7 1/2 ips) tapes, $ 45.00.

AREA OF USE.

11. Second semester college.

12. Class.

13. American college, second semester; 4th and 5th terms, secondary school.

14. Upper secondary school through adult.

PRINCIPLES AND GOALS.

16. Supplement grammatical study. Furnish cultural information.

COURSE ORGANIZATION.

17. R$_e$ader in eighteen chapters.

19. Three one-hour session a week for one semester.

21. Travels of two Americans, an artist and his sister, through France.

### TESTS.

27. Achievement tests.

29. Tapes. Multigraphed copies of comprehension tests for instructors only.

30. Listening (and reading) comprehension.

### AUDITORY COMPONENTS.

32. Magnetic tapes.

33. For text : 3 male native-born speakers, 2 female native-born speakers, all from the Comédie Française. For questionnaires & comprehension tests : one male, one female native born speakers.

34. Cultivated speech, normal speed.

35. In questionnaires & comprehension tests.

36. Readings of complete texts, questionnaires with answers, comprehension tests.

37. Comprehension, response to questions.

38. Oral responses to oral questions.

39. From start.

41. Three 7-inch double-track 3 3/4 ips , two hours each ; or six 7-inch double track 7 1/2 ips, one hour each.

43. Unlimited copying from master tapes is authorized within purchasing school or agency.

Fr En

## STATIC VISUAL AIDS.

44. Yes.

45. Each class session.

46. Drawings.

47. Color flashcards 10 1/2 x 14 inches.

48. Situtations, people, activities in the course.

49. In class. To supplement text, reinforce lexical meanings, and provide clues for student response.

## GENERAL OBSERVATIONS AND COMMENTS.

68. This is the first-year course in a three-year course series.

It is designed to precede second-year course, _Parler et Lire,_ and third-year course, _Lire, Parler et Ecrire._

Fr En

SOURCE-PUBLISHER (C, 1964)

1. TARGET LANGUAGE.
French.

2. STUDENT LANGUAGE.
English

3. TITLE.
En vacances.

4. AUTHORS.
Florentine B. Jassogne and Mildred Severance (Bennett High School, Buffalo, New York).

5. DATE OF FIRST AND MOST RECENT EDITION.
Revised, 1960

6. COMPONENTS.
Text, 173 pp. ; 5 tapes (3 3/4 ips), 5 tapes (7 1/2 ips),

7. PUBLISHER OR DISTRIBUTORS.
Holt, Rinehart, & Winston, Inc. 383 Madison Avenue
NEW YORK , New York.

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AVAILABILITY

9. Text, $ 2.12 ; 5 tapes (3 3/4 ips), $ 37.50 ; 5 tapes (7 1/2 ips); free-of-charge loan-for-duplication, or for sale, $ 37.50

AREA OF USE

11. Elementary.

12. Class.

13. U.S. high school. Third or fourth semester.

14. Beginners, adolescent through adult.

COURSE ORGANIZATION.

19. Reader to supplement one-semester course.

21. Thirty-three story-chapters dealing with the life of a typical middle French Family.

22. From start.

## AUDITORY COMPONENTS.

32. Magnetic tape recordings.

33. Four female, two male, all native-born speakers.

35. Yes

36. Unspaced readings of stories intext, followed by spaced question-answer series.

37. Comprehension, response to questions.

41. Five reels, 3 3/4 ips, full track, one hour per reel ; five 7-inch, 1200-foot reels, 7 1/2 ips, double track, one hour per reel.

43. Unlimited copying from master tapes authorized for use within purchasing school or agency.

Fr En

SOURCE : PUBLISHERS CATALOGUE, 1964.

1. **TARGET LANGUAGE.**
French.

2. **STUDENT LANGUAGE.**
English.

3. **TITLE.**
Le Français : Parler et Lire.

4. **AUTHORS.**
Alice Langellier; Sylvia Narins Levy (Washington Irving High School, New York City); Patricia O'Connor (Brown University).

5. **DATE OF FIRST AND MOST RECENT EDITIONS.**
1963.

6. **COMPONENTS.**
Student's book, 547 p.; teacher's manual; tests; set of display photographs; set of 12 filmstrips; gramophone recordings; tapes.

7. **PUBLISHER OR DISTRIBUTORS.**
Holt, Rinehart, & Winston, Inc. , 383 Madison Avenue,
NEW YORK, New York.

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## AVAILABILITY

9. Student's book, $ 5.40; teacher's manual (gratis to teachers upon adoption of student's book), $ [illegible]; gramophone recording of review of Ecouter et Parler (first-year course), $ 4.88 plus $.37 federal excise tax; tape review of Ecouter et Parler, $ 10.00, or free-of-charge loan-for-duplication; "programed" tapes, $150.00; "sequential" tapes free-of-charge loan-for-duplication. No price listed for tests, display photographs, filmstrips, or practice gramophone recordings.

## AREA OF USE

11. Secondary. Second year course following Ecouter et Parler and preceding Lire Parler et Ecrire (q. v.)

12. Class. (primarily aural-oral)

13. American high school and junior high school, eighth or ninth grade level.

14. Secondary school

## PRINCIPLES AND GOALS.

16. Enlarge vocabulary through further acquisition of reading skills; continue

aural-oral practice through conversations and exercices found on the tape recording and in the teacher's manual ; introduce French culture through conversations, authentic photographs and readings, including themes from French literary masterpieces ; extend the student's grammar control by beginning the formal analysis of already familiar grammatical patterns.

COURSE ORGANIZATION.

17. 14 chapters text.

19. Two school semesters. One hour a day, five days a week for thirty-six weeks.

21. Each of the 14 chapters focuses upon a subject of the student's own personal concern ; social life sports, family etc., building upon the major content areas introduced in the first-year course. Culture contrasts (and particulary the many similarities) are introduced in order to emphasize the cultural-relativity experience of the learner. The numerous photographs are tied in closely with the text and are used constantly as part of the preview and review of the reading material. Literary readings are tied in with the historical sites visited. Selections from: Molière, Rabelais, Hugo, and Camus.

25. Suggestions for class-room procedure, variety of tests and drills, geographic and cultural backgrounds.

TESTS.

27. Achievement.

29. Expendable test sheets.

30. Reading and aural comprehension.

AUDITORY COMPONENTS.

32. Gramophone records and/or magnetic tapes.

33. All native-born speakers.

36. Review records or tapes of Ecouter et Parler : 400 dialogue sentences for repetition, together with material of review units. Course tapes : "sequential" - material follows exactly sequence of Student's Book; "programed" - materials of Student's Book arranged in 40 twenty-minute programs with variety of practice.

40. Review of Ecouter et Parler : four sides, 33 1/3 rpm., twenty-three minutes per side. Student practice recordings.

41. Review of Ecouter et Parler : one 7-inch, 1800-foot reel, 3 3/4 ips., full track. Student practice recordings : "sequential", not described ; "programmed", fifteen 7-inch, 1200-feet reels, 3 3/4 ips., full track, one hour per reel.

43. Unlimited copying from master tape is authorized for use within purchasing school or agency.

STATIC VISUAL AIDS.

44. Yes.

45. a) photographs : 14, one for each unit. b) filmstrips: 12.

46. Photographs.

47. a) Display photographs. b) Filmstrips, with booklet and tapes, keyed to Parler et Lire.

48. For filmstrips, see listing Une Année en France, P. Buckley.

49. In class.

GENERAL OBSERVATIONS AND COMMENTS.

68. This course is designed to follow first-year course, Ecouter et Parler, and to precede third-year course, Lire, Parler et Ecrire.

Fr En

SOURCE - PUBLISHERS CATALOGUE, 1964.

1. TARGET LANGUAGE.
French.

2. STUDENT LANGUAGE.
English.

3. TITLE.
Le Francais : Lire, Parler, et Ecrire.

4. AUTHORS.
Camille Bauer (Brown University); Margaret Barton; Patricia O'Connor (Brown University).

5. DATE OF FIRST AND MOST RECENT EDITION.
1964. To be published.

6. COMPONENTS.
Teacher's manual; student's book; magnetic tape recordings.

7. PUBLISHER OR DISTRIBUTORS.
Holt, Rinehart, & Winston, Inc. 383 Madison Avenue
NEW YORK, New York.

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AVAILABILITY

9. Undetermined at present. "Sequential" tape recordings available only on free-of-charge loan-for-duplication plan; "Programed"tape recordings available for outright purchase only.

AREA OF USE.

11. Secondary. Third-year course, following Parler et Lire (q. v.)

12. Class (primarily aural-oral)

13. American high-school and junior high-school, to begin at seventh, eight, or ninth grade level.

14. Secondary school.

PRINCIPLES AND GOALS.

16. Continue the practice of aural-oral skills; improve the reading skill developes in the second-year course Parler et Lire ; acquaint the student with all kinds of material that French people read, including selections from French text-books ;begin organized composition work in French.

COURSE ORGANIZATION.

19. Two school semesters One hour a day, five days a week, thirty-six weeks.

21. The Student's Book : In order to tie such a wide diversity of items together topically each of the nine chapters in the book has the format of a magazine. Just as a magazine does, each issue contains articles chosen for their interest and appeal to different types of readers. All exercices will be based on the articles appearing in each issue and will also be keyed to the Grammatical Appendix. The Grammatical Appendix while concentrating on major conflict points between English and French will provide a review of grammar structures.

25. Suggestions for using the student's book, and topics for discussion based on selections found in student's book.

AUDITORY COMPONENTS.

32. Magnetic tapes.

33. All native-born speakers.

41. Double track ; 3 3/4 ips. or 7 1/2 ips. ; two hours or one hour.

43. Unlimited copying from master tapes is authorized for use within purchasing school or agency.

GENERAL OBSERVATIONS AND COMMENTS

68. This course is designed to follow first-year, Ecouter et Parler, and second-year course, Parler et Lire.

Fr En

SOURCE : PUBLISHER ( C, 1964 )

1 . TARGET LANGUAGE
French

2. STUDENT LANGUAGE
English

3 . TITLE
Le Rhinocéros

4 . AUTHORS
Eugène Ionesco. Editors, Reuben Y. Ellison, University of Miami,
Stowell C. Goding, University of Massachusetts.

5 . DATE OF FIRST AND MOST RECENT EDITION
1961

6 . COMPONENTS
Text, 212pp. ; one gramophone recording ; one tape .

7 . PUBLISHERS OR DISTRIBUTORS
Holt, Rinehart, & Winston Inc. 383, Madison Avenue. NEW-YORK.
(New-York. )

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9 . AVAILABILITY
Text, $3.60; gramophone recording, $ 2.40, Federal Excise tax, $ .18
tape, free-of-charge loan-for-duplication .

AREA OF USE

11 . Intermediate.

13 . U.S. college or high school .

14 . Intermediates, adolescent through adult .

21 . COURSE ORGANIZATION
Preface by the author, exercises and critical apparatus by the editors.
Complete end vocabulary .

AUDITORY COMPONENTS

32 . Gramophone recording and magnetic tape recording .

33 . All native-born speakers. Gramophone recording : members of the original Paris cast of the Jean-Louis Barrault production ; tape: Monsieur Ionesco .

34 . Cultivated speech at normal speed .

36 . Gramophone recording : scenes from each of the play's three acts ; tape : preface of text, and extemporaneous remarks about the play .

37 . Listening comprehension

40 . Two sides, 8-inch, 33 1/3 rpm, 10 minutes per side

41 . One reel, 7 1/2 ips, 13 minutes .

43 . Unlimited copying from master tape authorized for use within purchasing school or agency.

**Fr En**

SOURCE : PUBLISHER (C. 1964)

1. TARGET LANGUAGE.
French.

2. STUDENT LANGUAGE.
English.

3. TITLE.
Cinq Comédies (du moyen âge à nos jours).

4. AUTHOR.
Frederick King Turgeon (Amherst College).

5. DATE OF FIRST AND MOST RECENT EDITION.
1964. (To be published).

6. COMPONENTS.
Text. tapes.

7. PUBLISHER OR DISTRIBUTORS.
Holt, Rinehart, and Winston, Inc. 383, Madison Avenue,
NEW YORK, New York

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AVAILABILITY.

11. Intermediate.

12. Class.

13. U.S. upper secondary through college.

14. Intermediates, adolescent through adult.

PRINCIPLES AND GOALS.

16. Course meets needs of reading courses as well as those which give aural-oral emphasis. It may also be used in literature survey courses.

COURSE ORGANIZATION.

19. To supplement one-semester reading or conversation course.

21. Brief introduction to plays, suggested topics for literary discussion, extensive aural-oral exercises, notes, and a complete vocabulary.

AUDITORY COMPONENTS.

32. Magnetic tape recordings.

33. All native-born speakers, actors of the Comédie Française.

34. Cultivated speech at normal speed.

35. Yes. (In laboratory exercices).

36. Dramatic readings of plays, laboratory exercises.

37. Comprehension, response to questions, structural variations.

43. Unlimited copying from master tapes is authorized for use within purchasing school or agency.

SOURCE : PUBLISHER (C. 1964)

**Fr En**

1. TARGET LANGUAGE.
   French.

2. STUDENT LANGUAGE.
   English.

3. TITLE.
   Elements of French.

4. AUTHORS.
   A. B. Swanson (Texas) and E. Truett Book (University of New Mexico).

5. DATE OF FIRST AND MOST RECENT EDITION.
   Third edition, 1960. Second edition, 1956.

6. COMPONENTS.
   Text, 257 pp.; 13 tapes.

7. PUBLISHER OR DISTRIBUTORS.
   Holt, Rinehart, & Winston, Inc. 383 Madison Avenue,
   NEW YORK, New York.

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AVAILABILITY

9. Text, $3.80; 13 tapes, free-of-charge loan-for-duplication or for sale, $ 97.50.

AREA OF USE.

11. Elementary.

12. Class.

13. U.S. college.

14. Beginners, adolescent through adult.

PRINCIPLES AND GOALS.

16. Course designed for teachers who wish to do conversational work but still place the main emphasis on grammar.

COURSE ORGANIZATION.

19. Three one-hour session a week, for one semester.

21. Dialogue, composition exercices, variation drills, substitution, completition, and "change" type exercises.

22. From start.

AUDITORY COMPONENTS.

32. Magnetic tape recordings.

33. Three female, two male speakers, all native-born.

34. Cultivated speech at normal speed, followed by slower repetition spaced for student repetition.

35. Yes.

36. Model exercises from text, pattern drills and exercises, question and answer series.

37. Comprehension, echoic repetition, response to questions, structural variations and transformations.

41. Thirteen 7-inch, 1200-feet reels, double track, 71/2 ips., one hour per reel.

43. Unlimited copying from master tapes authorized for use within purchasing school or agency.

Fr En

SOURCE : PUBLISHER (C, 1964)

1. TARGET LANGUAGE.
French.

2. STUDENT LANGUAGE.
English.

3. TITLE.
Review and Progress in French.

4. AUTHOR.
Clifford S. Parker (New Hampshire).

5. DATE OF FIRST AND MOST RECENT EDITION.
Revised, 1964. To be published. Previous edition 1953.

6. COMPONENTS.
Text ; 13 tapes ; laboratory handbook. Text, 1953 edition, 216 pp.

7. PUBLISHER OR DISTRIBUTORS.
Holt, Rinehart, & Winston, Inc. 383 Madison Avenue NEW-York
New-York.

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AVAILABILITY.

9. Tapes, free-of-charge loan-for-duplication, or for sale ;
$ 97.50 ; text, 1953 edition, $ 3.40.

AREA OF USE.

11. Intermediate.

12. Class.

13. U.S. college second-year course or third-or fourth-year high school.

14. Intermediate, adolescent through adult.

PRINCIPLES AND GOALS.

16. A complete, closely organized grammar review with composition, reviewing even the most elementary concepts, then develops into a thorough intermediate study. The revision features more aural-oral emphasis.

AUDITORY COMPONENTS.

32. Magnetic tape recordings.

34. All native-born speakers.

35. Yes.

36. Transformation exercises, repetition drills, and model texts. Twenty minute program for every chapter in text.

37. Comprehension, echoic repetition, structural variations and transformations.

39. Laboratory handbook that contains the complete script of the recordings is available.

41. Thirteen 7-inch, 1200-foot reels, double track, 7 1/2 ips, one hour per reel.

43. Unlimited copying authorized from mastertapes for use within purchasing school or agency.

**Fr En**

SOURCE : PUBLISHER (C, 1964)

1. TARGET LANGUAGE
French.

2. STUDENT LANGUAGE.
English.

3. TITLE.
Une année en France.

4. AUTHOR.
Peter Buckley.

5. DATE OF FIRST AND MOST RECENT EDITION.
1964 - to be published.

6. COMPONENTS.
Twelve Filmstrips, booklet, tapes.

7. PUBLISHER OR DISTRIBUTORS.
Holt, Rinehart, & Winston, Inc. 383 Madison Avenue NEW-YORK, New-York.

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AREA OF USE.

11. Intermediate - advanced.

12. Class.

13. American junior high and high school (ties in with second-year course, Parler et Lire) but can be used independently.

14. Secondary through adult.

AUDITORY COMPONENTS.

32. Magnetic tapes.

STATIC VISUAL AIDS.

44. Yes.

47. Color filmstrips.

Fr En

SOURCE : PUBLISHER (C, 1964 )

1 . **TARGET LANGUAGE**
French .

2 . **STUDENT LANGUAGE**
English .

3 . **TITLE**
Le Français . (Book one ).

4 . **AUTHORS**
Frédéric Ernst and Sylvia Narins Levy( Washington Irving High School, New-YOrk City ) .

5 . **DATE OF FIRST AND MOST RECENT EDITION**
Original edition, 1952. Third edition, 1964 (to be published ) .

6 . **COMPONENTS**
1964 edition : text ; leçons préliminaires ; teacher's manual, covering Books one and two ; workbook ; gramophone recordings ; magnetic tape recordings ; 1959 (revised edition) : text, 513 pp. ; teacher's manual ; eleven tapes 3 3/4 ips, twenty- three tapes 7 1/2 ips . 1956 (revised) edition : Leçons préliminaires, 62 pp.

7 . **PUBLISHERS OR DISTRIBUTORS**
Holt, Rinehart & Winston ,Inc. 383, Madison Avenue . NEW-YORK. (New- York ) .

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**AVAILABILITY**

9 . 1959 edition : text, $ 4.60 ; teacher's manual, gratis to teachers upon adoption of text ; eleven tapes 3 3/4 ips, $ 110.00 ; twenty-three tapes 7 1/2 ips, free- of-charge loan-for-duplication, or for sale, $ 172.50 .

**AREA OF USE**

11 . Elementary .

12 . Class .

13 . U.S. college or secondary school .

14 . Beginners, adolescent through adult .

**PRINCIPLES AND GOALS**

16 . Speaking and understanding . Grammatical foundations .

## COURSE ORGANIZATION

19. Four to five hours a week, for two semesters.

21. 3rd Edition. 1964. A complete book- conversation, grammar and reading- for the first year. Opens with twenty " Leçons préliminaires "- entirely aural-oral, strssing everyday vocabulary in basic patterns of syntax. This edition features 30 chapters instead of 34. All of the material of the 1959 edition is covered. The "Premier Contact"is the outstanding new feature. It is usually a brief dialogue followed by a number of examples and one or two short exercises. Designed to be completed in a single class period, its purpose is to present the main grammatical point of the chapter from an aural-oral approach so that students can absorb the new structure before analyzing it in the grammar section. The pronunciation material has been expanded and complete phonetic transcriptions are given. The exercises have been revised and individual ones shortened, but there is still the great variety found in the 1959 edition. The English-French translatinn is now an optional exercise.

Leçons préliminaires. 3rd edition. 1964. The twenty "Leçons préliminaires " of Le français, Book one, are also published separately in limp-cloth binding. They are exceptionally effective for use in elementary and junior high school classes where only the aural-oral aspects of the language are taught, and where no attempt is made to introduce formal " grammar". Everyday and classroom expressions are taught, and drills and games introduced for practice in comprehension and expression. Attractively illustrated.

22. From start.

24. 1964. Assignments for each chapter consist of the "Premier Contact" with questions, substitutions and transformation drills, with vocabulary and syntax integrated with the textbook and the tapes but not duplicating the exercises in the book.

25. 1964. There is one Teacher's Manual, which covers both Book I and Book II of Le français. The main new features of the Manual for the Third Edition are : sample dictation for each chapter ; many poems and songs suitable for memorization.

## AUDITORY COMPONENTS

32. Gramophone recordings and magnetic tape recordings.

33. All native-born speakers.

34. Casual speech at normal and slower than normal speed.

35. Yes.

Fr En

36 . Gramophone recordings : Premier Contact, Lectures, and pronunciation practice . Tapes : pronunciation sentences ; Premiers Contacts ; simple questions not in text ; pattern drills ; substitution and transformation drills, based mainly on the grammatical materia of the chapter, with a few drills based on the Remarquez section that follows the Lecture ; Lectures ; " divertissements" .

37 . Comprehension, response to questions, echoic repetition, structural variations and transformations .

41 . 1959 edition : eleven 7-inch, 1200-foot reels, double track, 3 3/4 ips, two hours per reel ; twenty-three 7-inch, 1200-foot reels, double track, 7 1/2 ips, one hour per reel .

43 . Unlimited copying from master tapes authorized for use within purchasing school or agency .

GENERAL OBSERVATIONS AND COMPONENTS

68 . This is the first-year course of a two-year-course series, followed by the Le Français, Book Two (q. v. ) .

Fr En

SOURCE : PUBLISHER (C, 1964)

1. TARGET LANGUAGE.
French.

2. STUDENT LANGUAGE.
English.

3. TITLE.
Le Français (book two).

4. AUTHORS.
Frederic Ernst and Sylvia Narins Levy (Washington Irving high school, New York City).

5. DATE OF FIRST AND MOST RECENT EDITION.
Original edition, 1952. Third edition, 1964 (to be published).

6. COMPONENTS.
1964 edition : text ; teacher's manual, covering Books One and Two ; workbook ; gramophone recordings ; tapes. 1959 (revised) edition : text, 555 pp. ; teacher's manual ; nine tapes 3 3/4 ips, nineteen tapes 7 1/2 ips.

7. PUBLISHER OR DISTRIBUTORS.
Holt, Rinehart, & Winston, Inc. 383 Madison Avenue NEW-YORK
New-York.

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AVAILABILITY.

9. 1959 edition : text, $ 4.80 ; teacher's manual, gratis to teachers upon adoption of text ; nine tapes 3 3/4 ips, $ 90.00 ; nineteen tapes 7 1/2 ips, free-of charge loan-for-duplication, or for sale, $ 142.50.

AREA OF USE.

11. Intermediate.

12. Class.

13. U.S. college or secondary school.

14. Intermediates, adolescent through adult.

PRINCIPLES AND GOALS.

16. Speaking and understanding. Grammatical foundations.

COURSE ORGANIZATION.

19. Four to five hours a week for two semesters.

21. 1964 edition : all the material of the 1959 edition is covered, but in 25, instead of 35 chapters. The "Premier Contact" is the out-standing new feature, as in Book One (q. v.). The "divertissements" are marked for reading aloud and their vocabulary has been added to the end vocabulary. A fifth long reading selection, a play, Le peintre exigeant, by Tristan Bernard, is included, with notes and exercises. "Lecture à haute voix" presents principles of French versification and oral reading of prose and poetry.

24. "Premier Contact" with questions, substitution and transformation drills with vocabulary and syntax integrated with the text book and the tapes but not duplicating the exercises in the book.

25. The teacher's manual covers both Books One and Two. The main new features of the 1964 edition are : sample dictation for each chapter ; a 4-day plan, rather than a 3-day plan, for each chapter ; poems and songs suitable for memorization.

AUDITORY COMPONENTS.

32. Gramophone recordings and magnetic tape recordings.

33. All native-born speakers.

34: Casual speech at normal and slower than normal speed.

35. Yes.

36. For Book 2 the program for each chapter consists of the Premier Contact, pattern drills, Lecture, and "divertissement," as for Book 1, but adds supplementary and more complex transformation drills.

37. Comprehension, echoic repetition, structural variations and transformations.

41. 1959 edition : nine 7-inch, 1200-foot reels, 3 3/4 ips, double track, two hours per reel ; nineteen 7-inch, 1200 foot reels, 7 1/2 ips, double track, one hour per reel.

43. Unlimited copying authorized from mastertapes for use within purchasing school or agency.

GENERAL OBSERVATIONS AND COMMENTS.

68. This is the second-year course of a two-year course series, preceded by Le Français, Book One (q. v.).

Fr En

SOURCE :PUBLISHER (C, 1964)

1. TARGET LANGUAGE.
French.

2. STUDENT LANGUAGE.
English.

3. TITLE.
Précis de grammaire, récapitulation rapide et orale.

4. AUTHOR.
Paul Langellier (Adelphi College).

5. DATE OF FIRST AND MOST RECENT EDITION.
1962.

6. COMPONENTS.
Text, 190 pp. ; tapes.

7. PUBLISHER OR DISTRIBUTORS.
Holt, Rinehart, & Winston, Inc. 383 Madison Avenue NEW-YORK
New-York.

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AVAILABILITY.

9. Text, $ 3.20

AREA OF USE.

11. Intermediate.

12. Class.

13. U.S. high school or college.

14. Intermediates, adolescent through adult.

COURSE ORGANIZATION.

19. Two-semester course.

21. All inFrench. All the exercises can be done orally.
No translation is required at any time.

AUDITORY COMPONENTS.

32. Magnetic tape recordings in preparation.

**Fr En**

SOURCE : PUBLISHER (C, 1964)

1. TARGET LANGUAGE.
French.

2. STUDENTS LANGUAGE.
English.

3. TITLE.
Basic conversational French.

4. AUTHORS.
Julian Harris and André Lévêque (University of Wisconsin).

5. DATES OF FIRST AND MOST RECENT EDITION.
Third edition, 1962 ; Second edition, 1958.

6. COMPONENTS.
Student text, third edition, 367 p., second edition, 374 p., teacher's manual, 1963, 101 p. , 2 gramophone recordings; tapes, third edition, 17 reels (3 3/4 ips.) or 34 reels (7 1/2 ips.) second edition, 9 reels (3 3/4 ips.) or 19 reels (7 1/2 ips.) ; 1 filmstrip, 85 frames; with 1 tape ; basic French reader, 1964 edition, to be published, 1956 edition, 193 p. ; conversational text, 1964, 437 p.

7. PUBLISHER OR DISTRIBUTOR.
Holt, Rinehart and Winston, Inc. , 383 Madison Avenue,
NEW YORK, New York.

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AVAILABILITY

9. Student text, third edition, $ 4.80, second edition, $ 4.20 ; teacher's manual, $ 1.00, gratis to teachers upon adoption of text ; recordings, both editions, $ 7.60, plus Federal Excise tax, $.57 ; tapes free-of-charge loan-for-duplication, or for sale : third edition, 17 reels (3 3/4 ips.), $ 170.00, 34 reels (7 1/2 ips.), $ 225.00, second edition, 9 reels (3 3/4 ips.), $ 90.00, or 19 reels (7 1/2 ips.), $ 142.50 ; filmstrip, $ 5.80 ; basic French reader, 1956 edition, $ 3.40 ; conversational text, $ 4.80.

AREA OF USE

11. Elementary.

12. Class.

13. U.S. secondary school or college beginners.

14. Secondary through adult.

COURSE ORGANIZATION.

19. Five one-hour session a week for two semesters.

21. Forty-one conversations with pattern drills and exercices, twenty-five grammar units.

22. From start.

25. Exposition on the method to be used in presenting the text, dictations, sample quizzes & examinations, key to the "Thèmes d'imitation", sample programs (lesson plans).

AUDITORY COMPONENTS

32. Gramophone recordings and magnetic tapes.

33. Three male, three female native-born speakers.

35. Yes

36. Conversations in text.

37. Echoic repetition.

40. Four sides, 33 1/3 rpm, 20 minutes per side (both editions).

41. Third edition : 17 reels, 3 3/4 ips, two hours per reel, or 34 reels, 7 1/2 ips, one hour per reel ; second edition : 9 reels, 3 3/4 ips, two hours per reel, or 19 reels, 7 1/2 ips, one hour per reel.

43. Unlimited copying from master tapes authorized for use within purchasing school or agency.

STATIC VISUAL AIDS

44. Yes.

47. Color 35 mm. filmstrip.

49. To supplement text.

Fr En

SOURCE : PUBLISHER (C. 1964)

1. **TARGET LANGUAGE.**
French.

2. **STUDENT LANGUAGE.**
English.

3. **TITLE.**
Choix de poésies.

4. **AUTHOR.**
Louise Bégué, Sarah Lawrence College.

5. **DATE OF FIRST AND MOST RECENT EDITION.**
1962.

6. **COMPONENTS.**
Student text ; two gramophone recordings.

7. **PUBLISHER OR DISTRIBUTORS.**
Holt, Rinehart and Winston, Inc. 383 Madison Avenue,
NEW YORK, New York.

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AVAILABILITY

9. Text, $ 3.80; recordings, $ 7.60 + Federal excise tax $ 57.

AREA OF USE

11. U.S. college.

12. Supplement to class works.

14. Upper secondary through adult.

PRINCIPLES AND GOALS.

16. Preparation of literary study.

COURSE ORGANIZATION.

21. Biographical sketch of each poet, comparisons of recorded poems to other poems of each poet, notes on French versification.

AUDITORY COMPONENTS.

32. Gramphone recordings.

33. One male native speaker (Pierre Viala).

34. Poetic diction.

36. French poems from 15th century to present.

37. Comprehension.

40. Four sides, 33 1/3 rpm. 20 minutes per side.

**Fr En**

SOURCE : PUBLISHER (Q. 1964).

1. TARGET LANGUAGE.
   Language of Study Parisian French.

2. STUDENT LANGUAGE.
   English.

3. TITLE.
   French for Elementary Grades. (This set of sound filmstrips is not a complete course in itself, but is designed to supplement and complement other course materials.)

4. AUTHORS.
   The Jam Handy Organization. (Because our materials are the result of the combined efforts of educational consultants subject matter specialist and skilled technicians, it s not our policy to give individual credits.)

5. DATE OF FIRST AND MOST RECENT EDITION.
   August; 1961.

6. COMPONENTS.
   Six 35 mm Color filmstrips, 3 double-face 12 inch, 33-1/3 rpm. recordings one 4 page teacher's guide.

7. PUBLISHER OR DISTRIBUTORS.
   All distribution is handled by the Jam Handy Organization;
   2821, East Grand Blvd. DETROIT, Michigan 48211.

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**AVAILABILITY.**

9. Complete series $49.50 - Available only as complete set.

**AREA OF USE.**

11. Elementary. Children portrayed in the filmstrips are about ten years of age.

12. Intended primarily for class study, but may also be used for self study.

13. United States elementary school - fourth grade.

14. Also may be used in fifth and sixth grades.

**PRINCIPLES AND GOALS.**

15. Follows the oral-aural method of foreign language instruction recommended by the Modern Language Association in the United States.

16. (a) Introduce a simple vocabulary of French words and expressions which are directly related to the expreiences of children.
    (b) Help children to acquire an accurate pronunciation of French words.

(c) Help children acquire some skills in using the French language.
(d) Acquaint children with some French customs and aspects of French culture.
(e) Stimulate an appreciation of the customs and culture of the French people.

COURSE ORGANIZATION.

17. Since this is not a complete course in itself, these materials will be used in vastly different ways by different teachers with students of different learning ability.

21. Short dialogue with pauses for class repetition.

25. Instructional objectives of the series ; content and organization of the filmstrips and recordings; suggested methods of utilization; transcript of the narration on each recording; suggested enrichment activities, such as games, songs, dramatization, questions and answers. etc.

26. Each filmstrip and accompanying recording should first be seen and heard in its entirety without pupil participation. In subsequent showings, the pupils pariticipate during the presentation in the pauses provided on the recordings. After the vocabulary has been learned, the filmstrips may be used without the recordings with the children using suitable French vocabulary to describe the action shown.

AUDITORY COMPONENTS.

32. Gramophone records.

33. One male adult native speaker, two female adult native speaker, one female child native speaker.

34. Cultivated speech spoken at slower than normal speed.

35. Recordings do allow time for student response between utterances.

36. Dialogues.

37. Comprehension and echoic repetition.

39. Written texts are not available.

40. Six sides, 33-1/3 rpm. speed, 18 minutes per side.

43. No copies allowed; users must order additional sets.

STATIC VISUAL AIDS.

44. Images do constitute an organic part of the course.

45. All lessons involve images. Average number of images per filmstrip - 25.

Fr En

46. Images are derived from drawings.

47. Images are presented in the form of color filmstrips.

48. Narrative or dialogue sequences.

49. In class to provide situational clues for student response and comprehension of vocabulary.

Fr sl

SOURCE : PUBLISHER (Q. 1964)

1. TARGET LANGUAGE.
French.

2. STUDENT LANGUAGE.
Spanish, English.

3. TITLE.
Correlated Language Tapes, French Series I with Latin American Spanish.

4. AUTHOR.
Dr. E. Stack.

5. DATE OF FIRST AND MOST RECENT EDITION.
1962.

6. COMPONENTS.
39 reels. Student Guide (in English), 58 pp.

7. PUBLISHER OR DISTRIBUTORS.
Electronic Teaching Laboratories, 5034 Wisconsin Avenue, NW, Washington 16, D.C.

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AVAILABILITY.

9. CLT tapes - $79.95, Student Guide - $1.25.

AREA OF USE.

11. Applicable to all.

12. Class.

13. Applicable to all.

14. Applicable to all.

PRINCIPLES AND GOALS.

16. Comprehend and communicate in normal social situations. Develop accurate phonetic and intonational habits.

COURSE ORGANIZATION.

17. 39 units.

18. As desired.

19. As desired.

20. None.

21. Pattern drills for class and/or laboratory use.

22. As desired.

25. Script only.

26. As desired.

AUDITORY COMPONENTS.

32. Tapes.

33. Variety of male and female speakers.

34. Combination.

35. Yes.

36. Drill patterns.

37. Response to questions. Echoic repetition.

38. Yes, 4 phase drills.

39. Not recommended.

41. 3.75 ips on 1 1/2 mil mylar tapes, ea, 7 minutes ea.

43. Unlimited copying from master tapes is authorized for use within purchasing school or agency.

GENERAL OBSERVATIONS AND COMMENTS.

68. Course exists in alternate versions; in one, instructions and announcements are in Latin American Spanish, in other they are in English. The Guide is in English.

69. Each unit drills a single important structure. The course is intended as a complement providing drills that can be correlated with many different language course texts.

Fr sl

SOURCE : PUBLISHER (C, 1964)

1. TARGET LANGUAGE.
French.

2. STUDENT LANGUAGE.
Designed for English-speaking students, this set employs the aural-oral approach, so it may be used in practically any country to teach French as a second language

3. TITLE.
Elementary french for young Americans.

4. AUTHORS.
Jose Sanchez, Ph. D., Professor of Foreign Languages, University of Illinois, Chicago, Illinois ; in collaboration with Marie-Antoinette Martin, M.A.; The Laboratory Schools, the University of Chicago.

5. DATE OF FIRST AND MOST RECENT EDITION.
1960

6. COMPONENTS.
Set of six full-color filmstrips, three 33-1/3 rpm records (narrations back-to-back), teacher's guide with French-English translations.

7. PUBLISHER OR DISTRIBUTORS.
Society for Visual Education, Inc., 1345 Diversey Parkway,
Chicago, Illinois 60614.

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AVAILABILITY.

9. Each filmstrip with record : $ 8.00
Sets of 2 f/s with 1 record, as follows :
189-1SR - Dans la salle de classe/après l'école.
189-2SR - En famille/ ala maison.
189-3SR - Le matin/La fête de Pierre.
Each set : $ 13.00
189- SR - Complete series of 6 f/s, 3 records, guides : $ 35.10
All prices : f.o.b., Chicago, Illinois.
E lementary French for young Americans cont'd.

10. Public distribution authorized ; all reproduction rights are reserved by Society For Visual Education? Inc.

AREA OF USE.

11. Elementary (Grades 3 through 6)

12. Designed primarily for classroom use ; may also be used for independent study.

13. American elementary schools.

14. Introductory French language study for elementary and secondary schools, adults.

PRINCIPLES AND GOALS.

16. To facilitate the aural learning of French by associating common, familiar objects with short, simple phrases.
To present several common grammatical constructions of French and to help students retain them by repetition and review.
To give students living French terms rather than inapplicable "literary" expressions, and to provide a basis and incentive for further study of French.

STATIC VISUAL AIDS.

44. Full-color illustrations of familiar objects, with sound on 33-1/3 rpm records.

45. Six different filmstrip-record study units, averaging between 43-52 frames per filmstrip.

46. Original full-color cartoon illustrations by Justin Wager.

47. 35 mm filmstrips, with sound on 33-1/3 rpm records.

48. Students are introduced to French by a boy and girl of elementary school age, Madeleine and Pierre. French expressions for familiar objects and situations are provided by Madeleine and Pierre's activities at school and at home. scripts are recorded completely in French on 33-1/3 rpm records by native French-speaking people. Each world or group of words is repeated twice on the record. Enough time is allowed between each repetition for students to pronounce the words. Each filmstrip is diveded into four parts so that the teacher can use a small unit at a time to obtain maximum comprehension and retension among students. The fourth part of each filmstrip is a review section using the question-answer technique. All the filmstrips except the first contain French songs that students can easily learn.

189-1 Dans la salle de classe (In the classroom) f/s, 46 frames (18 minutes)
189-2 Après l'école (After school) f/s, 49 frames (19 minutes)
189-1RR Record for above (narrations back-to-back)
189-3 En famille (With the family) f/s, 46 frames (17 minutes)
189-4 A la maison (At home) f/s, 43 frames (17 minutes)
189-2RR Record for above (narrations back-to-back)
189-5 Le matin (In the morning) f/s, 52 frames (17 minutes)
189-6 La fête de Pierre (Pierre's birthday party) f/s, 43 frames (15 minutes)
189-3RR Record for above (narrations back-to-back)

Fr sl

49. A combined aural-oral method of visualizing "living" situations, common objects, with accompanying native voices, for use alone or to reinforce other methods of French language instruction.

GENERAL OBSERVATIONS AND COMMENTS.

69. The aural-oral approach lets children hear... say...and see, to absorb beginning conversational ability in French easily and naturally.

GeEn

SOURCE : PUBLISHER ( C, 1964 ).

1 . TARGET LANGUAGE
German .

2 . STUDENT LANGUAGE
English .

3 . TITLE
Die Mittelstufe .

4 . AUTHORS
Harold von Hofe (Southern California ) .

5 . DATE OF FIRST AND MOST RECENT EDITION
1961 .

6 . COMPONENTS
Text, 166 pp. ; 6 tapes .

7 . PUBLISHERS OR DISTRIBUTORS
Holt, Rinehart & Winston, Inc . 383, Madison Avenue . NEW-YORK
(New-York. )

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AVAILABILITY

9 . Text, $ 4.20 ; tapes, free-of-charge loan-for-duplication , or for sale, $ 45.00 .

AREA OF USE

11 . Intermediate .

12 . Class .

13 . U.S. high school and college . Second-year students .

14 . Intermediates, adolescent through adult .

COURSE ORGANIZATION .

19 . To supplement one-semester course.

21. Readings - stories, poems, and literary selections, old and new - each preceded by a short introduction, which places it in the context of the time in which it was written and gives a brief account of the author. The marginal bocabulary paraphrases difficult words and constructions in simpler German thus avoiding the need for English translation.

AUDITORY COMPONENTS.

32. Magnetic tape recordings.

36. Reading selections from text.

37. Comprehension.

41. Six 7-inch, 1200-foot reels, 7 1/2 ips, double track.

43. Unlimited copying from master tapes authorized for use within purchasing school or agency.

GeEn

SOURCE :PUBLISHER ( C, 1964 )

1 . **TARGET LANGUAGE**
German .

2 . **STUDENT LANGUAGE**
English .

3 . **TITLE**
Deutsch : Verstehen und Sprechen .

4 . **AUTHORS**
Helmut Rehder; Ursula Thomas (University High School, Madison, Wisconsin) ; Freeman Twaddell ; Patricia O'Connor (Brown) .

5 . **DATE OF FIRST AND MOST RECENT EDITION**
1962 .

6 . **COMPONENTS**
Text, 265 pp. ; teacher's edition, 456 pp. ; work, 118pp. ; 4 tests with key ; 19 unit quizzes ; grading chart; 60 flashcards ; 10 gramophone recordings ; 21 "sequential" tapes, 7 1/2ips ;21"programed" tapes, 3 3/4 ips .

7 . **PUBLISHERS OR DISTRIBUTORS**
Holt, Rinehart, & Winston, INc. 383 , Madison Avenue. NEW-YORK. (New-York) .

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A **AVAILABILITY**

9 . Text, $ 4.20 ; teacher's edition, $ 4.80, gratis upon adoption of student text ; workbook, $ 1.36 ; 4 tests, $.48, key gratis to teachers ; flashcards, $ 24.00 ; gramophone recordings , boxed set $ 4.88, Federal Excise tax, $.37 ; "sequential " tapes, free-of-charge loan-for-duplication ; " programed" tapes, $ 210.00 .

**AREA OF USE**

11 . Elementary .

12 . Class .

13 . U.S. jinior high and high school .

14 . Beginners, adolescent through adult .

**PRINCIPLES AND GOALS**

16 . First the ear, then the tongue, the eye, the hand -the aural-oral approach to the living foreign language . The method features intensive patterned practice of basic structure and simple, useful vocabulary in meaningful situations .

16. .../...

Through the five essential steps - Recognition, Imitation, Repetition, Variation, and Selection - the student advances to total mastery of the basic material.

COURSE ORGANIZATION

19. One hour a day, five days a week, for two semesters.

21. The twenty teaching units. Each Unit opens with a set of basic Dialogues made up of twenty short sentences which present all the basic structure and vocabulary for that Unit. These are followed by ten Question and Answer pairs that further develop the Dialogues. Next there are ten Pattern Practices that drill intensively the structure introduced in the Dialogues. A series of Conversations then reworks in a natural setting, the structure and vocabulary of that and the preceding Units. After Unit Five a final section, Topics for Reports, gives the student opportunity to develop reports on topics of his personal interest guided by carefully constructed cue questions.

22. From start.

23. The Review Units and Review. The five Review Units offer, in the form of brief narratives for reading, another reworking of vocabulary and structure from earlier Units accompanied by exercises for oral practice. In addtion, after the first appearance of a structural or lexical item, its recurrence is systematically and rigorously controlled.

24. Fifty-nine graded assignments involving matching of texts, labeling and identifying drawings and sketches.

25. All the materials from the Student's Book are in the teacher's edition and are accompanied by step-by-step lesson plans, suggestions, directions, supplementary exercises, games and ideas.

TESTS

27. Achievement.

28. Four quarterly tests, nineteen unit quizzes.

30. Aural and reading comprehension.

AUDITORY COMPONENTS

32. Gramophone recordings and magnetic tape recordings.

33. All native-born speakers.

35. Yes.

GeEn

36. Gramophone recordings : Basic Dialogues with pauses for student imitation . "Sequential " tapes : material follows exactly sequence of text (reel 21 contains the four aural- comprehension tests keyed to the printed tests . "Programed" tapes : materials of text are arranged into forty twenty-minute " programs", two for each unit (reel 21 contains the four aural-comprehension tests as above ) .

37. Comprehension , echoic repetition, structural variations and transformations .

40. Twenty sides, 7-inch, 33 1/3 rpm .

41. "Sequential" : twenty-one 7-inch, 1200-foot reels, 7 1/2 ips, double track, forty-five minutes per reel ."Programed" : twenty-one 7-inch, 1200-foot reels, 3 3/4 ips, full track, forty minutes per reel .

43. Unlimited copying from master tape is authorized for use within purchasing school or agency .

### STATIC VISUAL AIDS

47. Color flashcards, 10 1/2 X 14 inches in size .

48. People, activities, and situations in the course .

49. In class .

### GENERAL OBSERVATIONS AND COMPONENTS

68. This is the first-year course in a three-year aural-oral series for junior high and high schools, followed by Deutsch : Sprechen und Lesen (q.v.) and Deutsch : Lesen und Denken (q. v. ) . A fourth-year course, Deutsch :Lesen, Sprechen und Schreiben, will be published in 1965 .

SOURCE : PUBLISHER (C, 1964)

GeEn

1. TARGET LANGUAGE.
German.

2. STUDENT LANGUAGE.
English.

3. TITLE.
Review and Progress in German.

4. AUTHORS.
W.P. Lehmann; Helmut Rehder ; Leroy R. Shaw ; S.N. Werbon (Texas).

5. DATE OF FIRST AND MOST RECENT EDITION.
1959.

6. COMPONENTS.
Text, 265 pp.; eight tapes ; album of two 33 1/3 rpm gramophone recordings.

7. PUBLISHER OR DISTRIBUTORS.
Holt, Rinehart, & Winston, Inc. 383 Madison Avenue,
NEW YORK, New York.

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AVAILABILITY

9. Text, $ 4.00; tapes, free-of-charge loan-for-duplication, or for sale, $ 60.00; gramophone recordings, $ 7.60, Federal Excise Tax, $.51.

AREA OF USE

11. Intermediate.

12. Class.

13. U.S. high school or college.

14. Intermediates, adolescent through adult.

PRINCIPLES AND GOALS

16. Course is designed to increase student's control over the essential patterns of German.

COURSE ORGANIZATION

19. One semester course.

21. Each of fifteen chapters reviews a specific and fundamental aspect of the German language. New pattern sentences and vocabulary are introduced in short texts at the beginning of each lesson ; exercices vary these pattern sentences to give the student a confident grasp of the underlying grammatical

principle. The grammar review is organized so that the student can easily find the concise explanation of any difficult point. Vocabulary.

AUDITORY COMPONENTS.

32. Gramophone recordings and/or magnetic tape recordings.

33. Two male, two female, all native-born speakers.

34. Slower than normal, then normal conversational speed.

35. Yes.

36. Tapes: model text for each chapter, in three versions, English-German - pause; German-pause; German natural-speed. There are then 5 pattern drills and 5 model drills. A natural-speed reading is then done followed by a question-answer exercice. Gramophone recordings : all model texts, first with pauses for imitation then unspaced for aural comprehension ; the narratives of Chapters 1-3 are also recorded for aural comprehension.

37. Comprehension, echoic repetition, structural variations and transformations, response to questions.

40. Four sides 12-inch 33 1/3 rpm.

41. Eight 7-inch, 1200-foot reels, double track 7 1/2 ips., one hour per reel.

43. Unlimited copying from master tapes authorized for use within purchasing school or agency.

GeEn

SOURCE : PUBLISHER (C, 1964)

1. **TARGET LANGUAGE.**
   **German.**

2. **STUDENT LANGUAGE.**
   **English.**

3. **TITLE.**
   German, revised.

4. **AUTHORS.**
   **Helmut Rehder (Texas) and Freeman Twadell.**

5. DATE OF FIRST AND MOST RECENT EDITION.
   1958.

6. COMPONENTS.
   Text, 471 pp. ; workbook, "Practicing German", 176 pp. ;
   album of 2 gramophone recordings ; tapes, 7 (3 3/4 ips) reels,
   or 14 (7 1/2 ips) reels.

7. PUBLISHER OR DISTRIBUTORS.
   Holt, Rinehart, & Winston, Inc. 383 Madison Avenue NEW-YORK
   New-York.

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**AVAILABILITY.**

9. **Text, $ 4.75 ; workbook, $ 1.95 ; gramophone recordings, $ 7.60, Federal Excise tax, $ .57 ; tapes, 7 (3 3/4 ips) reels, $ 70.00, 14 (7 1/2 ips) reels, free-of-charge loan-for-duplication, or for sale, $ 105.00.**

**AREA OF USE.**

11. **Elementary.**

12. **Class.**

13. **.U.S. high school and college.**

14. **Beginners, adolescent through adult.**

**PRINCIPLES AND GOALS.**

6. **Although strictly aural-oral in its approach, the course is a comprehensive introduction to the written as well as the spoken language, and aims at acquisition of all four skills : reading, writing, speaking, and understanding.**

COURSE ORGANIZATION.

19. Three or four hours per week for two semesters.

21. Twenty basic sentences for mimicry-memorization, pattern and structure drills and exercises, grammar and word study sections, providing full discussions of all basic problems of syntax, pronunciation exercises. Latin (Roman) type is consistently used, but midway in the course, practice is provided in reading Fraktur type.

22. From start.

23. Every fifth unit is devoted to review and reading.

24. Exercises for intensive practice in key types of German sentences, clauses, and phrases.

AUDITORY COMPONENTS.

32. Gramophone recordings and for magnetic tape recordings.

33. Three male, three female, all native-born speakers.

35. Yes.

36. Basic sentences, conversations, exercises, combination drills.

37. Comprehension, echoic repetition, structural variations and transformations.

40. Four sides, 12-inch, 33 1/3 rpm.

41. Seven 7-inch, 1200-foot reels, 3 3/4 ips, double track, two hours per reel ; fourteen 7-inch, 1200-foot reels, 7 1/2 ips, double track, one hour per reel.

43. Unlimited copying authorized from mastertapes for use within purchasing school or agency.

GENERAL OBSERVATIONS AND COMMENTS.

68. This is a revision of an earlier course, and represents the result of ten years of experience and experimentation. It is in many ways a completely new and different course ; and of necessity the book has been completely re-designed and re-set.

SOURCE : PUBLISHER (C, 1964)

GeEn

1. TARGET LANGUAGE
German .

2. STUDENT LANGUAGE
English .

3. TITLE
Deutsch: Lesen und Denken .

4. AUTHORS
Helmut Rehder, Ursula Thomas (University High School, Madison, Wisconsin ) ; Freeman Twaddell .

5. DATE OF FIRST AND MOST RECENT EDITION
1964 . To be published .

6. COMPONENTS
Text ; teacher's manual ; tapes .

7. PUBLISHERS OR DISTRIBUTORS
Holt, Rinehart & Winston, Inc. 383, Madison Avenue . NEW-YORK.
(New-York . )

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AREA OF USE

11. Intermediate .

12. Class .

13. U.S. junior high and high school .

14. Intermediates, adolescent through adult .

PRINCIPLES AND GOALS

16. In the third-year course, Lesen und Denken, the student will be acquiring background information in German culture in preparation for the reading of a variety of materials from different German sources in the fourth year . The general aims of the third year are to :

—maintain aural-oral and writing skills

—intensify work on the development of reading skill

— acquaint the student with the important elements in German history and contemporary life that are necessary background for the understanding of reading material familiar to educated German speakers .

COURSE ORGANIZATION

19. One hour a day, five days a week, for two semesters .

21. THE STUDENT'S BOOK : Acquiring background information on German culture is the main theme of the third-level book.

21../.. Its aim is to show that German writing has grown out of the particular social, political and ecommic situation prevalent at the time of its production. Through this book the student becomes acquainted with the important themes of life in Germany, from the migrations of the German tribes in earliest times to the social migrations after 1945. Each chapter contains a literary selection tied in with the theme of the chapter. All these themes are treated with the aim of preparing the student to read at the fourth-level the kind of good quality reading a student would meet with if he lived in the German speaking community. Exercise materials for this text are designed to keep alive and further develop the oral, reading and writing skills emphasized in levels one and two. The grammatical appendix of the text reviews the grammar presented up to this level and takes up grammatical points not treated in level one or two.

25. The "Teacher's Manual" will contain suggestions for using the "Student's Book" and include topics for discussion based on material in the 'Student's Book'.

## AUDITORY COMPONENTS

32. Magnetic tape recordings are in preparation.

43. Unlimited copying from master tape is authorized for use within purchasing school or agency.

## GENERAL OBSERVATIONS AND COMPONENTS

68. This is the third-year course in a three-year aural-oral series for junior high and high schools, preceded by Deutsch: Verstehen und Sprechen (q. v.)., and Deutsch: Sprechen und Lesen (q. v.). A fourth-year course, Deutsch: Lesen, Sprechen und Schreiben, will be published in 1965.

GeEn

SOURCE : PUBLISHER ( C, 1964 )

1 . TARGET LANGUAGE
German .

2 . STUDENT LANGUAGE
English .

3 . TITLE
Deutsch : Sprechen und Lesen .

4 . AUTHORS
Helmut Rehder; Ursula Thomas (University High School, Madison, Wisconsin) ; Freeman Twaddell ; Patricia O'Connor ( Brown) .

5 . DATE OF FIRST AND MOST RECENT EDITION
1963 .

6 . COMPONENTS
Text, 287pp; teacher's manual; tests with key ; display photographs; filmstrips; album of 2 gramophone recordings ," Wiederholungs - Schallplatten von Verstehen und Sprechen ; student practice gramophone recordings; one 7 1/2 ips double track tape or one 3 3/4 ips full track tape, "Wiederholungs-Toband von Verstehen und Sprechen" 15 tapes, 7 1/2 ips, double track .

7 . PUBLISHERS OR DISTRIBUTORS
Holt, Rinehart & Winston Inc. NEW-YORK , 383, Madison Avenue .
(New-York ) .

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AVAILABILITY

9 . Text, $ 4.80 ; teacher's manual, $3.80 ; gramophone recordings $ 4.88, Federal Excise tax, $ .37 ;one tape, 7 1/2 ips double track free-of-charge loan-for-duplication ; one 3 3/4 ips full track tape $ 10.00 ; 15 3 3/4 ips full track tapes, $ 150.00 ; 15 7 1/2 ips double track tapes, free-of-charge loan-for-duplication .

AREA OF USE

11 . Intermediate .

12 . Class .

13 . U.S. junior high and high school.

14 . Intermediates, adolescent through adult .

## PRINCIPLES AND GOALS

16 . In the first-year course, Verstehen und Sprechen, the emphasis was on understanding and speaking German . The second-year course, Sprechen und Lesen, puts more emphasis on reading and writing than in the first year . The goals are to :

- master a vocabulary of about 2500 words, through further acquisition of reading skills ,
- continue aural-oral practice through conversations and exercises, found on the tape recordings and in the Teacher's Manual .
- introduce German culture through conversations, authentic photographs, and readings, including themes from German literary masterpieces ( Austria and Switzerland are also represented) ,
- extend the student's grammar control by beginning the formal analysis of already familiar grammatical patterns .

## COURSE ORGANIZATION

19 . One hour a day, five days a wwek, for two semesters .

21 . Sprechen und Lesen comprise 14 chapters . In content each chapter focuses upon a subject of the student's own personal concerns-social life, sports, family, etc ;- building upon the major content areas introduced in the first-year course . Culture-contrasts ( and particularly the many similarities) are introduced in order to emphasize the cultural-relativity experience of the learner . The numerous photographs are tied in closely with the text and are used constantly as part of the preview and review of the reading material .

25 . THE TEACHER'S MANUAL contains aids in teaching the material in the Student's Book, and includes a variety of tests and drills , suggestions for classroom procedures, geographical backgrounds and general introductions to the settings in the textbook . (Gratis to teachers upon adoption of the Student's Book . )

## TESTS

27 . Achievement

30 . Reading and aural comprehension .

## AUDITORY COMPONENTS

32 . Gramophone recordings and magnetic tape recordings .

33 . All native-born speakers .

35 . Yes .

36 . Gramophone recordings :" Wiederholungs-Schallplatten von Verstehen und Sprechen", review of first-year course, Verstehen und Sprechen (q. v. ), including the 400 dialogue sentences for repetition and the material in the review units ; Student practice recordings, with key pronunciation sentences .

36 .../.. Tapes :" Wiederholungs-Tonband von Verstehen und Sprechen" , review of first-year course, *Verstehen und Sprechen* (q. v. ), as above ; laboratory tapes, conversations and exercises .

37 . Comprehension, echoic repetition, structural variations and exercises .

40 . At least for sides, 12-inch, 33 1/3 rpm, twenty minutes per side .

41 . One 7-inch, 1800-foot reel, 7 1/2 ips, double track, one and a half hours, or one 7-inch, 1800-foot reel, 3 3/4 ips, full track one and a half hours (review) ; fifteen 7-inch, 800-foot reels, 7 1/2ips, double track, forty minutes per reel, or fifteen 7-inch, 800-foot reels, 3 3/4ips, full track, forty minutes per reel ( laboratory tapes ) .

43 . Unlimited copying from master tape is authorized for use within purchasing school or agency .

STATIC VISUAL AIDS

46 . Photographs .

47 . Black and white display photographs, 12" x 16 5/8 " ; set of color filmstrips, accompanied by a taped commentary .

48 . Images related to chapters in text featuring a German setting .

49 . In class .

GENERAL OBSERVATIONS AND COMPONENTS

68 . This is the second-year course in a three-year aural-oral series for junior high and high schools, preceded by *Deutsch: Verstehen und Sprechen* (q. v;), and followed by *Deutsch: Lesen, Lesen und Denken* (q. v. ) . A fourth-year course, *Deutsch : Lesen, Sprechen und Schrieben*, will be published in 1965 .

GeEn

SOURCE : PUBLISHER (C, 1964)

1. TARGET LANGUAGE.
German.

2. STUDENT LANGUAGE.
English.

3. TITLE.
Active German.

4. AUTHORS.
W.P. Lehmann, Helmut Rehder, George Schulz-Behrend (Texas)

5. DATE OF FIRST AND MOST RECENT EDITION.
1958. Revised, 1962.

6. COMPONENTS.
Text, 1958 edition, 175 pp., 1962 edition, 228 pp., laboratory handbook, revised, 120 pp. ; album of two 331/3 rpm. gramophone recordings, 1958 edition; album of two 33 1/3 rpm gramophone recordings, 1962 edition ; five tapes, 1958 edition ; ten tapes, 1962 edition.

7. PUBLISHER OR DISTRIBUTORS.
Holt, Rinehart, & Winston, Inc. 383 Madison Avenue,
NEW YORK, New York.

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AVAILABILITY.

9. Text, both editions, $ 4.00; laboratory handbook, $ 1.20; gramophone recordings both editions, $ 7.60, Federal Excise Tax, $ .57; five tapes 1958 edition, free-of-charge loan-for-duplication, or for sale, $ 75.00.

AREA OF USE

11. Elementary.

12. Class.

13. U.S. high school or college.

14. Beginners, adolescent through adult.

PRINCIPLES AND GOALS.

16. To give the beginning student a feeling for the recurrent patterns for the language and enabling him to master the necessary grammar with a minimum of explication, by means of oral repetition, choral reading, and practice in the construction of his own sentences and conservations.

## COURSE ORGANIZATION

19. Intensive one-semester course, or one hour a day, three days a week, for two semesters.

21 Dialogue of about a dozen sentences, practice drills, reading selection dealing with American campus and community life, vocabulary. With appendix review of grammar and usage.

22. From start.

## AUDITORY COMPONENTS

32. Gramophone recordings or magnetic tape recordings.

33. Two male, one female, all native-born, speakers.

34. Slower than normal, then normal conversational speed.

35. Yes.

36. Phrases of repetition, drill patterns.

37. Comprehension, echoic repetition, structural variations and transformations.

39. Laboratory handbook is a verbatim script of the tape recordings, designed to help students prepare to get the maximum benefit from their time in the language laboratory.

40. Both editions : four sides, 12-inch 331/3 rpm.

41. 1958 edition : five 7-inch, 1200-foot reels, double trade, 7 1/2 ips., one hour per reel. 1962 edition : ten 7-inch, 1200-foot reels, double track, 71/2 ips., one hour per reel.

43. Unlimited copying from master tapes authorized for use within purchasing school or agency.

GeEn

SOURCE : PUBLISHER (C. 1964)

1. TARGET LANGUAGE.
German.

2. STUDENT LANGUAGE.
English.

3. TITLE.
Reporter in Deutschland.

4. AUTHORS.
Viola H. Drath and John Winkelman (Nebraska)

5. DATE OF FIRST AND MOST RECENT EDITION.
1959.

6. COMPONENTS.
Text, 260 pp. ; 7 tapes.

7. PUBLISHER OR DISTRIBUTORS.
Holt, Rinehart and Winston, Inc. 383 Madison Avenue,
NEW YORK, New York.

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AVAILABILITY

9. Text, $ 4.80; 7 tapes; free-of-charge loan-for duplication; or for sale ; $ 52.50.

AREA OF USE.

11. Elementary.

12. Class.

13. US high school and college.

14. Beginners, adolescent through adult.

COURSE ORGANIZATION.

21. Adventures of a young American abroad.

22. From start.

AUDITORY COMPONENTS.

32. Magnetic tape recordings.

33. Two male, one female speaker, all native-born.

35. Yes.

36. Reading selections, followed by question and answer series.

37. Comprehension, response to questions.

41. Seven 7-inch, 1200-foot reels, double track, 7 1/2 ips. one hour per reel.

43. Unlimited copying from master tapes authorized for use within purchasing school or agency.

**GeEn**

SOURCE : PUBLISHER (C, 1964)

1. TARGET LANGUAGE.
German.

2. STUDENT LANGUAGE.
English.

3. TITLE.
Kleines Aufsatzbuch.

4. AUTHORS.
Herbert Lederer (Ohio University) and Werner Neuse
(Middlebury College).

5. DATE OF FIRST AND MOST RECENT EDITION.
1961.

6. COMPONENTS.
Text, 87 pp. ; 3 tapes.

7. PUBLISHER OR DISTRIBUTORS.
Holt, Rinehart and Winston, Inc. 383 Madison Avenue,
NEW YORK, New York.

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AVAILABILITY.

9. Text, $ 3.00; 3 tapes, free-of-charge loan-for-duplication, or for sale, $ 22.50.

AREA OF USE

11. Intermediate.

12. Class.

13. US high school and college.

14. Intermediates, adolescent through adult.

COURSE ORGANIZATION

21. Story, composition exercice, vocabulary exercice, grammar review.

AUDITORY COMPONENTS.

32. Magnetic tape recordings.

33. Native-born speakers.

34. Cultivated speech at normal speed.

35. Yes.

36. Text, questions on text, idiom drills.

37. Comprehension, response to questions, structural variations and transformations.

41. Three 7-inch, 1200-foot reels, double track, 7 1/2 ips. one hour per reel.

43. Unlimited copying from master tapes authorized for use within purchasing school or agency.

SOURCE : PUBLISHER (C. 1964)

1. TARGET LANGUAGE
   German.

2. STUDENT LANGUAGE.
   English.

3. TITLE.
   Typisch Deutsch ?

4. AUTHORS.
   Viola H. Drath and Otto Graf (University of Michigan).

5. DATE OF FIRST AND MOST RECENT EDITION.
   1961.

6. COMPONENTS.
   Text; 9 tapes ; script for teachers.

7. PUBLISHER OR DISTRIBUTORS.
   Holt, Rinehart and Winston, Inc. 383 Madison Avenue,
   NEW YORK, New York.

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AVAILABILITY.

9. Text, $ 3.60; 9 tapes, free-of-charge loan-for-duplication, or for sale, $ 67.50.

AREA OF USE.

11. Intermediate.

12. Class. 13. US. high school and college.

14. Intermediates, adolescent through adult.

COURSE ORGANIZATION.

21. Series of sketches, questionnaires, vocabulary.

AUDITORY COMPONENTS.

32. Magnetic tape recordings.

33. All native-born speakers.

35. Yes.

36. Text, pattern drills on important idioms.

37. Comprehension, echoic repetition, structural variations and transformations.

41. Nine 7-inch, 1200-foot reels, double track, 7 1/2 ips., one hour per reel.

43. Unlimited copying from master tapes authorized for use within purchasing school or agency.

GeEn

SOURCE : PUBLISHER (C. 1964)

1. TARGET LANGUAGE.
German

2. STUDENT LANGUAGE.
English.

3. TITLE.
In einer Deutschen Stadt.

4. AUTHORS.
Werner Winter ; Leroy R. Shaw ; Ingrid Winter (Texas).

5. DATE OF FIRST AND MOST RECENT EDITION.
1960.

6. COMPONENTS.
Text, 88. pp. ; four tapes.

7. PUBLISHER OR DISTRIBUTOR.
Holt, Rinehart and Winston, Inc. 383 Madison Avenue,
NEW YORK, New York.

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AVAILABILITY.

9. Text, $ 1.80; tapes, free-of-charge loan-for-duplication, or for sale, $ 26.25.

AREA OF USE.

11. Elementary.

12. Class.

13. U.S. junior high or high school.

14. Beginners, adolescent through adult.

PRINCIPLES AND GOALS.

16. Reading course to supplement elementary course ; to be started as early as the fifth or sixth week.

COURSE ORGANIZATION.

19. To supplement one-semester elementary course.

21. Narrative concerning the experiences of an American student in Hamburg. Exercices.

22. From start.

AUDITORY COMPONENTS.

32. Magnetic tape recordings.

33. Two male, one female, all native-born, speakers.

34. Normal conversational speed, then slower speed, spaced for repetition.

35. Yes.

36. Text, pattern drills, question-answer series.

37. Comprehension, response to questions, echoic repetition, structural variations and transformations.

41. Four 7-inch, 1200-foot reels, double track, 7 1/2 ips., about 50 minutes per reel.

43. Unlimited copying from master tapes authorized for use within purchasing school or agency.

GeEn

SOURCE : PUBLISHER (C, 1964)

1. TARGET LANGUAGE.
German.

2. STUDENT LANGUAGE.
English.

3. TITLE.
German in context.

4. AUTHOR.
Barbara Allen Woods (University of Rhode Island).

5. DATE OF FIRST AND MOST RECENT EDITION.
1964 . To be published.

6. Text ; tapes.

7. PUBLISHER OR DISTRIBUTORS.
Holt, Rinehart and Winston, Inc. 383 Madison Avenue,
NEW YORK, New York.

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AVAILABILITY

9. Text, $ 3.20

AREA OF USE.

11. Intermediate.

12. Class of self-study.

13. U.S. secondary school or college.

14. Intermediates, adolescent through adult.

PRINCIPLES AND GOALS.

16. Reading selections, mostly written after World War II., chosen for their literary as well as their linguistic value ; each story serves to introduce the student to modern writing of superior quality, to illustrate at least one basic principle of German grammar and to provide a number of typical German speech patterns.

COURSE ORGANIZATION.

19. To supplement one-semester intermediate course.

21. Nine stories; pattern practice drills, grammar reviews, oral and written exercices.

AUDITORY COMPONENTS.

32. Magnetic tape recordings.

33. All native-born speakers.

43. Unlimited copying from master tapes authorized for use within purchasing school or agency.

SOURCE · PUBLISHER (C. 1964)

**GeEn**

1. TARGET LANGUAGE.
   German.

2. STUDENT LANGUAGE.
   English.

3. TITLE.
   Wir reisen nach Deutschland.

4. AUTHOR.
   Eric Marcus (University of Bridgeport).

5. DATE OF FIRST AND MOST RECENT EDITION.
   1964. To be published.

6. COMPONENTS.
   Text, tapes.

7. PUBLISHER OR DISTRIBUTORS.
   Holt, Rinehart, and Winston, Inc. 383 Madison Avenue,
   NEW YORK, New York.

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AVAILABILITY.

9. Text, $ 3.60.

AREA OF USE

11. Intermediate.

12. Class.

13. U.S. college or high school.

14. Intermediates, adolescent through adult.

PRINCIPLES AND GOALS.

16. Reading course handled entirely in conversational form, thus appropriate for courses emphasizing the aural-oral approach.

COURSE ORGANIZATION.

19. To supplement one-semester intermediate course.

21. Reading selection, questions inGerman, translation exercices, complete vocabulary, and Bildbeschreibungen (exercices on the description of pictures). Chapters graded in difficulty.

AUDITORY COMPONENTS

32. Magnetic tape recordings.

33. All native-born speakers.

35. Yes.

36. Readings, questionnaires, and pattern practices.

37. Comprehension, response to questions, structural variations and transformations.

43. Unlimited copying from master tapes authorized for use within purchasing school or agency.

GeEn

SOURCE : PUBLISHER (C, 1964)

1. TARGET LANGUAGE.
German.

2. STUDENT LANGUAGE.
English.

3. TITLE.
Spoken German.

4. AUTHORS.
W.G. Moulton (Cornell) and Jenni Karding Moulton

6. COMPONENTS.
Book & Key ; Units 1-12 ; album of 24 78rpm gramophone recordings ; album of 6 33 1/3 rpm gramophone recordings ; supplementary book (Units 1-30).

7. PUBLISHER OR DISTRIBUTORS
Holt, Rinehart, & Winston, Inc. 383 Madison Avenue
NEW YORK, New York.

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AVAILABILITY.

9. Book and Key, $ 4.00 ; album of 78 rpm gramophone recordings, $ 47.81, Federal Excise Tax, $ 3.19 ; complete course - book, Key, 78 rpm gramophone recordings - $ 55.00 ; album of 33 1/2 rpm gramophone recordings $ 43.40, Federal Excise Tax, $ 2.60 ; complete course - book, Key, 33 1/3 rpm gramophone recordings - $ 50.00 ; Supplementary book, $ 4.75.

AREA OF USE

11. Elementary.

12. Class and self-study.

13. United States Armed Forces Institute language training program.

14. College and adults.

COURSE ORGANIZATION.

17. 30. (Recording cover only units 1-12. Supplementary book covers units 1-30.)

22. From start.

AUDITORY COMPONENTS.

32. Gramophone recordings.

35. Yes.

40. Forty-eight sides 78 rpm ; twelve sides 33 1/3 rpm.

GENERAL OBSERVATIONS AND COMMENTS.

68. Part of the Holt Spoken Language series, comprising 22 courses, developed by the Intensive Language Program of the American Council of Learned Societies for the use of the United States Armed Forces Institute.

SOURCE : PUBLISHER (C, 1964)

1. TARGET LANGUAGE.
German.

2. STUDENT LANGUAGE.
Designed for English-speaking students, this set employs the aural-oral approach, so it may be used in practically any country to teach German as a second language.

3. TITLE.
Elementary German for young Americans.

4. AUTHORS.
Jose Sanchez, Ph.D., Professor of Foreign Languages, University of Illinois, Chicago, Illinois ; in collaboration with Emmy M. Schreiner, Ph.D., The Public School of Evanston, Illinois.

5. DATE OF FIRST AND MOST RECENT EDITION.
1961

6. COMPONENTS.
Set of six full-color filmstrips, three 33-1/3 rpm records (narrations back-to-back), teacher's guide with German-English translations.

7. PUBLISHER OR DISTRIBUTORS.
Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614.

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AVAILABILITY.

9. Each filmstrip with record : $8.00
Sets of 2 f/s with 1 record, as follows :
    191-1SR - Im Klassenzimmer/Nach der Schule.
    191-2SR - In der Familie/zu Hause.
    191-3SR - Am Morgen/Peters Geburtstagsfeier.
Each set : $13.00
    191-SR - Complete series of 6 f/s, 3 records, guides : $35.10
All prices : f.o.b., Chicago, Illinois.
Elementary German for young Americans cont'd.

10. Public distribution authorized ; all reproduction rights are reserved by Society for Visual Education, Inc.

AREA OF USE.

11. Elementary (grades 3 through 6)

12. Designed primarily for classroom use; may also be used for independent study.

13. American elementary schools.

14. Introductory German language study for elementary and secondary schools, adults.

## PRINCIPLES AND GOALS.

16. To facilitate the aural learning of German by associating common, familiar objects with short, simple phrases.
To present several common grammatical constructions of German and to help students retain them by repetition and review.
To give students living German terms rather than inapplicable "literary" expressions, and to rpovide a basis and incentive for further study of German.

## STATIC VISUAL AIDS.

44. Full color illustrations of familiar objects, with sound on 33 1/3 rpm records.

45. Six different filmstrip-record study units, averaging between 43-52 frames per filmstrip.

46. Original full-color cartoon illustrations by Justin Wager.

47. 35 mm filmstrips, with sound on 33-1/3 rpm records.

48. Students are introduced to German by a boy and girl of elementary school age, Heidi and Peter. German expressions for familiar objects and situations are provided by Heidi and Peter's activities at school and at home. Scipts are recorded completely in German on 33-1/3 rpm records by native German-speaking peaple. Each word or group of words is repeated twice on the record. Enough time is allowed between each repetition for students to pronounce the words. Each filmstrip is divided into four parts so that the teacher can use a small unit at a time to obtain:maximum comprehension and retention among students. The fourth part of each filmstrip is a review section using the question-answer technique. All the filmstrips contain German songs that students can easily learn.

191-1 Im Klassenzimmer (In the classroom) f/s, 46 frames (16 minutes)
191-2 Nach der schule (After school) f/s, 49 frames (16 minutes)
191-RR Record for above (narrations back-to-back)
191-3 In der Familie (With the family) f/s, 46 frames (16 minutes)
191-4 Zu Hause (At home) f/s, 43 frames (17 minutes)
191-2RR Record for above (narrations back-to-back)
191-5 Am Morgen (In the morning) f/s, 52 frames (16 Minutes)
191-6 Peters Geburtstagsfeier (Peter's birthday party) f/s, 43 frames (15 minutes)
191-3RR Record for above (narrations back-to-back)

49. A combined aural-oral method of visualizing "living" situations, common objects, with accompanying native voices, for use alone or to reinforce other methods of German language instruction.

GENERAL OBSERVATIONS AND COMMENTS.

69; The aural-oral approach lets children hear... say... and see, to absorb beginning conversational ability in German easily and naturally.

GeEn

SOURCE : AUTHOR (Q. 1964)

Quick-Change Audio-Drills .

1. TARGET LANGUAGE
German .

2. STUDENT LANGUAGE
Limited to speaker of English because the instructions are given in English .

3. TITLE
Quick-Change Audio-Drills in Fundamental German .

4. AUTHORS
G. Mathieu, California State College at Fullerton and G. Stern, University of Cincinnati, Ohio .

5. DATE OF FIRST AND MOST RECENT EDITION
Course 1 :1961 .

6. COMPONENTS
Course 1 : Teacher's manual : 153 pp. 18 tapes ( 5 inch reels ) .

7. PUBLISHERS OR DISTRIBUTORS
Published by Educational Electronics Division Thompson Ramo Wooldridge, Inc . Distributed by Regents Publishing Company, 200 Fourth Avenue, New-York 3 , NEW-YORK .

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AVAILABILITY

9. Course 1 : $ 98.00

AREA OF USE

11. Complete German oral grammar for beginners or for review for students who have not had an oral course .

12. Intented for class and self- study .

13. Can be used in any course beginning with about age 12 .

PRINCIPLES AND GOALS

15. Based on linguistic principles, emphasizing high frequency, generative structures activated by a 500 word vocabulary .

16. Designed to develop automatic , habitual control of high frequency patterns for conversation in German approaching native fluency .

## COURSE ORGANIZATION

17 . Course 1 : 76 lessons (drills) .

21 . Each drill teaches one grammatical structure ( a single grammatical point) by offering inductive practice by two or more types of drills . The vocabulary used in the drill is listed separately . Each drill begins with a Perception Phase for repetition followed by the Creative Phase in which the student recreates the patterns on his own with immediate reinforcement-correction .

## AUDITORY COMPONENTS

32 . Magnetic tapes .

33 . Male and female, German natives . One male, one female .

34 . Conversational, cultivated language at slightly slower than normal speed .

35 . Yes .

36 . Four-phase pattern drills .

37 . Listen-and-echo (repeat) 20 % of time . Listen-and-respond( re-create new form without preceding model ) (80 % of time ) .

38 . Oral reinforcement by tape .

39 . Written text recommended for use after hearing and speaking phase, not simultaneously .

41 . Course 1 : 18 tapes, half track, 3 3/4 , 15 minutes each .

43 . No copies allowed unless written permission is obtained from publisher .

## PROGRAMMES COURSE MATERIAL

59 . For self-teaching in laboratory or at home with tape recorder .

## GENERAL OBSERVATIONS AND COMPONENTS

69 . The drills can be used with any method or any text . The drills need not be used in sequehce but can be correlated with any text .Each drill is a self-contained unit, each can be used independently of the others .

GeEn

SOURCE : AUTHOR (Q. 1964 )

1. TARGET LANGUAGE
German .

2. STUDENT LANGUAGE
Limited to speaker of English because the instructions are given in English

3. TITLE
Expanded Quick-Change Audio-Drills in German . (Course 2) .

4. AUTHORS
G; Mathieu, California State College at Fullerton and G. Stern, University of Cincinnati, Ohio .

5. DATE OF FIRST AND MOST RECENT EDITION
Course 2 : 1963 .

6. COMPONENTS
Course 2 : Teacher's manual : 123 pp. 20 tapes ( 5 inch reels ) .

7. PUBLISHERS OR DISTRIBUTORS
Published by Educational Electronics Divisinn Thompson Ramo Wooldridge, Inc. Distributed by Regents Publishing Company, 200 Fourth Avenue, New-York 3 , N. Y.

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AVAILABILITY

9. Course 2 : $ 98.00

AREA OF USE

11. Complete German oral grammar for beginners or for review for students who have not had an oral course .

12. Intented for class and self-study.

13. Can be used in any course beginning with about age 12 .

PRINCIPLES AND GOALS

15. Based on linguistic principles, emphasizing high frequency, generative structures activated by a 500 word vocabulary .

16. Designed to develop automatic, habitual control of high-frequency patterns for conversation in German approaching native fluency .

## COURSE ORGANIZATION

17 . Course 2 : 86 lessons ( drills ) .

21 . Each drill teaches one grammatical structure ( a single grammatical point) by offering inductive practice by two or more types of drills . The vocabulary used in the drill is listed separately . Each drill begins with a Perception Phase for repetition followed the Creative Phase in which the student recreates the patterns on his own with immediate reinforcement correction .

## AUDITORY COMPONENTS

32 . Magnetic tapes .

33 . Male and female, German natives . One male one female .

34. Conversational , cultivated language at slightly slower than normal speed .

35 . Yes .

36 . Four-phase pattern drills .

37 . Listen-and echo (repeat) 20 % of time . Listen- and - respond( re-create new form without preceding model) (80 % of time ) .

38 . Oral reinforcement by tape .

41 . Course 2 : 20 tapes, half track, 3 3/4, 15 minute each .

43 . No copies allowed unless written permission is obtained from publisher .

## PROGRAMMES COURSE MATERIAL

59 . For self-teaching in laboratory or at home with tape recorder .

## GENERAL OBSERVATIONS AND COMPONENTS

69 . The drills can be used with any method or any text .The drills need not be used in sequence but can be correlated with any text . Each drill is a self contained unit , each can be used independently of the others .

**GeEn**

SOURCE : PUBLISHER (Q., 1964)

1. TARGET LANGUAGE.
   German.

2. STUDENT LANGUAGE.
   English.

3. TITLE.
   Correlated Language Tapes, German Series I.

4. AUTHORS.
   Mulligan, John F., Ph. D.3.

5. DATE OF FIRST AND MOST RECENT EDITION.
   1963.

6. COMPONENTS.
   50 reels. Teacher's guide, 87 pp.

7. PUBLISHER OR DISTRIBUTORS.
   Electronic Teaching Laboratories, 5034 Wisconsin Avenue, NW,
   Washington 16, D.C.

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AVAILABILITY.

9. CLT Tapes-$104.95. Audio Guides-$1.25.

AREA OF USE.

11. Applicable to all.

12. Class.

PRINCIPLES AND GOALS.

16. Comprehend and communicate in normal social situations. Develop accurate phonetic and intonational habits.

COURSE ORGANIZATION.

17. 50 units.

18. As desired.

19. As desired.

20. None.

21. Pattern drills for class and/or laboratory use.

22. As desired.

25. Script only.

26. As desired.

AUDITORY COMPONENTS.

32. Tapes.

33. Variety of male and female speakers.

34. Combination.

35. Yes.

36. Drill patterns.

37. Response to questions. Echoic repetition.

38. Yes, 4 phase drills.

39. Not recommended.

41. 3.75 ips on 1 1/2 mil Mylar tapes, ea, 7 minutes ea.

43. Unlimited copying from master tapes is authorized for use within purchasing school or agency.

GENERAL OBSERVATIONS AND COMMENTS.

69. Each unit drills a single important structure. The course is intended as a complement providing drills that can be correlated with many different language course texts.

GeEn

SOURCE : PUBLISHER (Q., 1964)

1. TARGET LANGUAGE.
German.

2. STUDENT LANGUAGE.
English.

3. TITLE.
Correlated Language Tapes, German Series II.

4. AUTHOR.
W. Wenninges.

5. DATE OF FIRST AND MOST RECENT EDITION.
1963.

6. COMPONENTS.
50 reels. Student handbook, 99 pp.

7. PUBLISHER OR DISTRIBUTORS.
Electronic Teaching Laboratories, 5034 Wisconsin Avenue, NW,
Washington 16, D.C.

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AVAILABILITY.

9. CLT Tapes, $104.95. Student Guide-$2.00.

AREA OF USE.

11. Applicable to all.

12. Class.

PRINCIPLES AND GOALS.

16. Comprehend and communicate in normal social situations. Develop accurate phonetic and intonational habits.

COURSE ORGANIZATION.

17. 100 units.

18. As desired.

19. As desired.

20. None.

21. Pattern drills for class and/or laboratory use.

22. As desired.

25. Script only.

26. As desired.

AUDITORY COMPONENTS.

32. Tapes.

33. Variety of male and female speakers.

34. Combination.

35. Yes.

36. Drill patterns.

37. Response to questions. Echoic repetition.

38. Yes, 4 phase drills.

39. Not recommended.

41. 3.75 ips on 1 1/2 mil mylar tapes, ca. 7 minutes ea.

43. Unlimited copying from master tapes is authorized for use within purchasing school or agency.

GENERAL OBSERVATIONS AND COMMENTS.

69. Each unit drills a single important structure. The course is intended as a complement providing drills that can be correlated with many different language course texts.

GeEn

SOURCE : TAPE PUBLISHER (Q., 1964)

1. TARGET LANGUAGE.
German.

2. STUDENT LANGUAGE.
English speakers, but in part not limited.

3. TITLE.
German Foreign Institute Basic Course.

4. AUTHOR.
Foreign Service Institute.

6. COMPONENTS.
43 reels. Text.

7. PUBLISHER OR DISTRIBUTORS.
Electronic Teaching Laboratories, 5034 Wisconsin Avenue, NW,
Washington 16, D.C. Also local and international distributors.
Text must be obtained from Superintendant of Documents, Government
Printing office Washington 25, D.C.

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AVAILABILITY.

9. FSI German Tape - $109.00. Text, 1 Vol-$2.00.

AREA OF USE.

11. Applicable to all levels.

12. Class.

PRINCIPLES AND GOALS.

16. Comprehend and communicate in normal social situations. Develop accurate phonetic and intonational habits.

COURSE ORGANIZATION.

17. 12 units.

18. As desired.

19. As desired.

20. None.

21. Pattern drills for class and/or laboratory use.

22. As desired.

25. Script only.

26. As desired.

### AUDITORY COMPONENTS.

32. Tapes.

33. Variety of male and female speakers.

34. Combination.

35. Yes.

36. Drill patterns.

37. Response to questions. Echoic repetition.

38. Yes, 4 phase drills.

39. Not recommended.

41. 3.75 ips or 1 1/2 mil Mylar tapes.

43. Unlimited copying from master tapes is authorized for use within purchasing school or agency.

GeEn

SOURCE : PUBLISHER (Q. 1964)

1. TARGET LANGUAGE.
German (the standard speech of cultivated Germans).

2. STUDENT LANGUAGE.
English.

3. TITLE.
Funk & Wagnalls New Language Phone Method - German.

4. AUTHORS.
The late Professor Erich W. Berger of Queens College, New York, N.Y., U.S.A., and Dr. Dorothea Berger, Professor of German, New York University, New York, N.Y., U.S.A. Under the general editorship of Frédéric Ernst, Emeritus Professor of French and Chairman of Romance Language Department, New York University, New York, N.Y., U.S.A.

5. DATE OF FIRST AND MOST RECENT EDITION.
1901. 4th Edition 1959.

6. COMPONENTS.
Student text (1) NEW GERMAN SELF TAUGHT, six plus 389 pages; (2) THE GERMAN LANGUAGE - MANUAL OF RECORDED MATERIAL, 103 pages; (3) (a) 18 10-inch, two-sided records, 78 rpm; or (b) 6 12-inch, two-sided, 33 1/3 LP records.

7. PUBLISHER OR DISTRIBUTORS.
Funk & Wagnalls Company, Inc., 360 Lexington Avenue, New York, N.Y. 10017, U.S.A.

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AVAILABILITY.

9. $49.50. The text - NEW GERMAN SELF TAUGHT - is available separately at $3.50 in cloth binding; at $1.95 in paper binding. The MANUAL OF RECORDED MATERIAL is available separately at $3.00. Educational discounts (to teachers and educational institutions) are as follows : for one set - 20%; for 2 to 5 sets - 33 1/3%; for over 5 sets -40%. These same discounts apply also to the books. Records are not sold separately, except for the replacement of lost or damaged records.

AREA OF USE.

11. Elementary. Presumes no previous knowledge of language. Complete course roughly equivalent to two years of university study.

12. Self study.

13. Any adult of reasonable intelligence and educational background (high school).

14. Upper secondary school through adult.

## PRINCIPLES AND GOALS.

15. Vocabulary not based on any specific study, but rather on long practical teaching experience of editors; approximately 5,000 words.

16. Comprehend and communicate in normal social and commercial situations. Develop accurate phonetic and intonational habits.

## COURSE ORGANIZATION.

17. 36 - 2 lessons on pronunciation, and 34 based on text.

19. As a self-study course, rhythm and duration would vary greatly with the individual.

20. Course conceived primarily for home study.

21. Short dialogue - pronunciation drills - grammatical explanation - verb study - conversational patterns - reading texts.

22. From start.

23. No.

## AUDITORY COMPONENTS.

32. Gramaphone records.

33. Two speakers, one male, one female. Both natives of Germany.

34. Cultivated speech, at first considerably slower than normal speed, gradually increasing in speed, although never reaching the speed of the native speaker in casual conversation.

35. Yes (in general, but not always).

36. Pronunciation exercises; dialogues; drill patterns; letters (commercial); literary texts.

39. Text and manual recommended at all times. In most cases, English translation is alongside the German, or on facing page.

40. (a) Twelve sides, 33 1/3 speed, 9-10 minutes per side; or
(b) 36 sides, 78 rpm, 3-4 minutes per side.

## GENERAL OBSERVATIONS AND COMMENTS.

69. For over fifty years the LANGUAGE PHONE METHOD has proved successful with thousands of students. Based on sound principles of learning, the method is logical and effective. While the LANGUAGE PHONE METHOD remains basically the same as before, these new courses have been completely revised (1959) and brought up to date to meet current needs.

GeEn

Native-born speakers have made the recordings, which are fully coordinated with the accompanying manual and "self taught" book.

The course starts with a clear and scientific presentation of pronunciation, followed by dialogues representing practical everyday situations, and ending with literary selections from novels, plays, and poetry. As new words are introduced in the text, pronunciation is indicated by International Phonetic symbols.

GeEn

SOURCE : PUBLISHER (C, 1964 ).

1. TARGET LANGUAGE
German .

2. STUDENT LANGUAGE
English .

3. TITLE
Der Anfang .

4. AUTHOR
Harold von Hofe . ( Southern California ).

5. DATE OF FIRST AND MOST RECENT EDITION
1958 . Revised, 1963 .

6. COMPONENTS
Text, 1958 edition, 276pp. ; 1963 edition, 322pp. ;workbook, " Übungsbuch ", 1963, 112pp.; one gramophone recording, leaflet 1958; 13 tapes( 7 1/2ips), 1958 ; 6 tapes ( 3 3/4 ips) , 12 tapes 7 1/2 ips) , 1963 .

7. PUBLISHERS OR DISTRIBUTORS
Holt , Rinehart & Winston, Inc. 383, Madison Avenue . NEW-YORK
(New-York ).

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AVAILABILITY

9. Text, 1958, $3.90, 1963, $ 5.20 ;workbook, 1963, $ 1.20 ; gramophone recording, 1958, $ 2.98, Federal Excise tax, $.22,leaflet, gratis with gramophone recording, additional leaflets $.10 each; 13 tapes (7 1/2 ips), 1958, free-of-charge loan-for-duplication, or for sale, $ 97.50 ; 6 tapes (3 3/4 ips) , 1963 , $ 60.00, 12 tapes (7 1/2 ips) , 1963, free-of-charge loan-for-duplication, or for sale, $ 90.00 .

AREA OF USE

11. Elementary .

12. Class .

13. U.S. high school and college .

14. Beginners, adolescent through adult .

COURSE ORGANIZATION

17. 23 .

19. One-semester course .

21. The materials of each lesson are organized in two major sections Section A, concerned with the principles necessary for comprehension of the written word, develops from an initial passage of expository prose. Section B, concerned with principles necessary for accurate usage, develops from a second, conversational text. Together the two sections cover all the essentials of the language. There are many different types of exercises, most of which employ the pattern technique to excellent effect. The readings are adult in tone, and those for Section A treat in large part the civilization and literature of the German-speaking world. The oral work of the text is reinforced with a most useful supplementary section of words and phrases for "Getting Around in German".

22. From start.

24. "Übungsbuch" workbook-laboratory manual.

AUDITORY COMPONENTS

32. Gramophone recordings and magnetic tape recordings.

33. Two male, two female, all native-born speakers.

34. Cultivated speech at normal speed, also slower than normal speed.

35. Yes.

36. Gramophone recordings : "Getting Around in German", corresponding to text and leaflet. Tapes : texts and exercises.

37. Comprehension, echoic repetition, structural variations and transformations.

40. Two sides, 12-inch, 33 1/3 rpm, 1958.

41. 1963. Six 7-inch, 1200-foot reels, double track, 3 3/4 ips, two hours per reel ; twelve 7-inch, 1200-foot reels, 7 1/2 ips, double track, one hour per reel ; 1958 :thirteen 7-inch, 1200-foot reels, double track, 7 1/2 ips, one hour per reel.

43. Unlimited copying from master tape is authorized for use within purchasing school or agency ;

GeEn

SOURCE : PUBLISHER (C, 1964)

1. TARGET LANGUAGE.
German.

2. STUDENT LANGUAGE.
English.

3. TITLE.
Im Wandel der Yahre.

4. AUTHOR.
Harold von Hofe (Southern California).

5. DATE OF FIRST AND MOST RECENT EDITION.
Revised, 1959. Third edition, 1964, to be published.

6. COMPONENTS.
Text, 1964 edition ; tapes, 1964 ; text, 1959 edition, 274 pp. ;
5 (3 3/4 ips) or 11 (7 1/2 ips) tapes, 1959.

7. PUBLISHER OR DISTRIBUTORS.
Holt, Rinehart, & Winston, Inc. 383 Madison Avenue NEW -YORK
New- York.

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AVAILABILITY.

9. Text, 1959, $ 4.75 ; 5 tapes ( 3 3/4 ips), 1959, $ 50.00 ;
11 tapes ( 7 1/2 ips), 1959, free-of-charge loan-for-duplication,
or for sale, $ 78.75.

AREA OF USE.

11. Elementary.

12. Class.

13. U.S. college or secondary school.

14. Beginners, adolescent through adult.

COURSE ORGANIZATION.

19. To supplement one-semester course.

21. Reading selections, marginal annotations, illustrationS
closely integrated with text, exercises.

22. From start.

AUDITORY COMPONENTS.

32. Magnetic tape recordings.

36. Readings from text.

37. Comprehension.

41. 1959 edition : five 7-inch, 1200-foot reels, double track, 3 3/4 ips, two hours per reel ; eleven 7-inch, 1200-foot reels, double track, 7 1/2 ips, one hour per reel.

43. Unlimited copying authrized from mastertapes for use within purchasing school or agency.

GrEa

SOURCE : AUTHOR (Q. 1964)

1. TARGET LANGUAGE.
Modern Greek.

2. STUDENT LANGUAGE.
Intended for Americans. May be used by others having reasonably fluent command of English.

3. TITLE.
Speak and Read Modern Greek (Pimsleur's Greek program).

4. AUTHOR.
Paul Pimsleur. Director the Listening Center the Ohio State University 164 West 17th Avenue Columbus, Ohio 43210.

5. DATE OF FIRST AND MOST RECENT EDITION.
September, 1963.

6. COMPONENTS.
Twenty half-hour taped units; Reading Booklet, 18 pages; instruction sheet.

7. PUBLISHER OR DISTRIBUTORS.
Distributed at present by American Institute for Research, 410 Amberson Avenue, Pittsburgh, Pennsylvania.

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AVAILABILITY.

9. $100 per set.

AREA OF USE.

11. Adults (tourists, businessmen, overseas specialists, academic persons, servicemen, travelers, etc.). May also be used in high schools and colleges.

12. Primarily for self-study, but is also effective with study groups and classes.

13. Adults planning to go to Greece.

14. High school through adults.

PRINCIPLES AND GOALS.

15. Survey of utterances (structures and vocabulary) most needed by Americans upon arrival in Greece, as gleaned from teaching materials and the experience of teachers at the U.S. Air Force Base and the U.S. Mission to Greece. Includes essential structures and two hundred lexical items.

16. Comprehend, speak, and read at a "courtesy level". Function is superficial social situations, meet travel needs, basic wants, and the demands of social encounters.

COURSE ORGANIZATION.

17. Twenty.

18. Entirely in (unsupervised) self-instructional sessions.

19. One hour per day for one to two months.

20. Course conceived entirely for home study.

21. Short conversation - review of previous material - introduction of new material - integrated review of new and previous material.

22. In second unit (and thereafter), written material is presented, though not usually the same material that is being drilled orally.

23. Review is integrated into each unit.

TESTS.

27. The programming method makes every frame a test, in a sense. Final section of each unit is a form of test of cumulative learning.

AUDITORY COMPONENTS.

32. Magnetic tapes at present; will appear in records at a future time.

33. One native American male, as teacher. Two native Athenians, one male and one female, as native speakers.

34. Speech of educated Athenians in casual conversation (Dhimotiki).

35. Yes. Pauses for student response are of the essence in this method.

36. Entire lesson is recorded - much as if a well-organized classroom had been put on tape.

37. Constant responding.

38. Confirmation is given by a native speaker immediately following each response.

39. None recommended.

41. Ten two-track tapes, 3.75 ips, one-half hour per track.

42. NARTB 100-8000 cps ± 2 db.

43. No copies allowed without written permission.

PROGRAMMED COURSE MATERIALS.

59. Self-teaching course; entirely programmed.

60. Linear.

61. Average 80 per unit (oral frames).

63. Oral, except for written words to be read by student during the brief reading portion of each unit.

64. Oral.

65. Oral.

66. For use with almost any tape recorder.

HaEn

SOURCE : AUTHOR (Q. 1964)

1. TARGET LANGUAGE.
Hausa (Kano dialect of Northern Nigeria).

2. STUDENT LANGUAGE.
English.

3. TITLE.
Introduction to Spoken Hausa.

4. AUTHOR.
Charles H. Kraft, Assistant Professor of Linguistics and African Languages, Michigan State University; Mr. Salisu Abubakar, informant.

6. COMPONENTS.
Student text; workbook; tapes.

7. PUBLISHER OR DISTRIBUTORS.
U.S. Office of Education.

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AVAILABILITY.

8. Spring 1965.

AREA OF USE.

11. Elementary.

12. Class.

13. University students.

14. Upper secondary through adult.

PRINCIPLES AND GOALS.

15. Personal synthesis of analyses done by Abraham, Parsans, Hodge, myself and others. Lexicon based upon my own experience plus the usage of my informant.

16. Oral comprehension and facility (minimal) in normal situations by the end of one year of study.

COURSE ORGANIZATION.

17. Approximately 40-50.

18. 3-2.

19. 6 one-hour sessions per week.

20. One to two hours for each class session.

21. Proverb, Basic Sentences, Dialogs, Notes, Grammar, Drills.

22. Not at all during the first year.

23. Every fifth lesson.

24. Pattern practice, pictures, supplementary drill materials.

26. First class : Model basic sentences and dialog with choral and individual repetitions, explain notes, explain grammar, do drills; Second class : employ basic sentences in conversation, reconstruction of dialogs from memory, etc.

TESTS.

27. Achievement.

28. Approximately one to two hours every ten lessons.

29. Oral conversation with informant recorded on tape plus written questions on grammatical materials and vocabulary items.

30. Overall conversational ability : understanding, production, ability to construct utterances, etc. Grammatical understanding.

31. Guided individual interview.

AUDITORY COMPONENTS.

32. Tapes.

33. One male native speaker with non-native instructor giving instructions.

34. Casual speech spoken first deliberately and then, later in the course, at more normal speed.

35. Yes.

36. Basic Sentences, Dialogs, Pronunciation Exercises, Drills.

37. Comprehension, individual and choral response in imitation or in response to a question or other such stimulus.

38. Oral.

39. Employed throughout.

41. Approximately one hour per lesson.

STATIC VISUAL AIDS.

44. Yes.

45. Each lesson except review lessons.

46. Drawings.

47. Black and white in student manual.

48. Objects and situations.

49. In class to provide non-verbal and situational clues for student response.

GENERAL OBSERVATIONS AND COMMENTS.

69. This course is designed to produce students who can, after one academic year, perform minimally yet acceptably in a limited number of typical Hausa situations and who will with this background be able to toncinue on to a mastery of the language by themselves in the field if necessary. The course emphasizes the development of native-like linguictic and paralinguistic behavior within a Hausa cultural framework. It is designed to be taught by a trained linguist with the assistance of a native speaker and a set of tape recordings.

HuEn

SOURCE : TAPE PUBLISHER (Q. 1964)

1. TARGET LANGUAGE.
Hungarian.

2. STUDENT LANGUAGE.
English speakers, but in part not limited.

3. TITLE.
Hungarian Basic Course.

4. AUTHOR.
Foreign Service Institute.

6. COMPONENTS.
40 reels. Text.

7. PUBLISHER OR DISTRIBUTORS.
Electronic Teaching Laboratories, 5034 Wisconsin Avenue, NW,
Washington 16, D.C.
For text, apply to supt. of Docs.

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AVAILABILITY.

9. Hungarian tape - $120.00. Text, 1 Vol.-$2.00

AREA OF USE.

11. Applicable to all levels.

12. Class.

PRINCIPLES AND GOALS.

16. Comprehend and communicate in normal social situations. Develop accurate phonetic and intonational habits.

COURSE ORGANIZATION.

17. 12 units.

18. As desired.

19. As desired.

20. None.

21. Pattern drills for class and/or laboratory use.

22. As desired.

25. Script only.

26. As desired.

AUDITORY COMPONENTS.

32. Tapes.

33. Variety of male and female speakers.

34. Combination.

35. Yes.

36. Drill patterns.

37. Response to questions. Echoic repetition.

38. Yes, 4 phase drills.

39. Not recommended.

41. 3.75 ips on 1 1/2 mil Mylar tapes.

43. Unlimited copying from master tapes is authorized for use within purchasing school or agency.

IoEn

SOURCE : AUTHOR (O. 1964)

1. TARGET LANGUAGE.
Japanese.

2. STUDENT LANGUAGE.
English.

3. TITLE.
Japanese on a Higher Level.

4. AUTHORS.
Norito Fujioka, Asst. Professor and Miles K. McElrath,
Asst. Professor of University of Hawai.

5. DATE OF FIRST AND MOST RECENT EDITION.
Revision now in process.

6. COMPONENTS.
Parts I., II., III.

7. PUBLISHER OR DISTRIBUTORS.
Mimeographed form for student use through U. H. Bookstore.

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**AREA OF USE.**

11. **Second year of university study.**

12. **Intended primarily for class.**

**COURSE ORGANIZATION.**

19. **Three one-hour session a week for one semester.**

21. **Short dialogue - pronunciation drills - pattern drills for class and laboratory grammatical explanation - written exercises.**

**TESTS.**

27. **Achievement.**

28. **One mid-term lasting on hour and one final exam lasting 2 hours plus quizzes.**

29. **Mimeographed sheets.**

30 **Grammatical understanding and written translation.**

## AUDITORY COMPONENTS.

32. Magnetic tapes.

33. 2 to 3 native speakers (female and male)

35. Yes.

37. Response to questions.

38. Oral.

41. 1/2 track, 1 side only; 7 1/2 ips. / 19 cm. ps. ; vocally 9-10 minutes but ranges from 6-23 minutes.

JaEn

SOURCE : TAPE PUBLISHER (Q., 1964)

1. TARGET LANGUAGE.
   Japanese.

2. STUDENT LANGUAGE.
   English speakers, but in part not limited.

3. TITLE.
   Beginning Japanese, part. I.

4. AUTHOR.
   Eleanor Harz Jorden, with assistance of Hamako ito Chaplin.

5. DATE OF FIRST AND MOST RECENT EDITION.
   1963.

6. COMPONENTS.
   30 reels. Text Vol. 1 (paper) or (cloth).

7. PUBLISHER OR DISTRIBUTORS.
   Electronic Teaching Laboratories, 5034 Wisconsin Avenue, NW,
   Washington 16, D.C.
   For text, apply to Yale Universitu Press, New Haven, Conn.

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AVAILABILITY.

9. $90-Tapes. Text : cloth bound - $5.00; paper bound- $2.75.

AREA OF USE.

11. Secondary schools and universities, elementary level.

12. Class.

PRINCIPLES AND GOALS.

16. Comprehend and communicate in normal social situations. Develop accurate phonetic and intonational habits.

COURSE ORGANIZATION.

17. 20 units.

18. As desired.

19. As desired.

20. None.

21. Pattern drills for class and/or laboratory use.

22. As desired.

25. Script only.

26. As desired.

AUDITORY COMPONENTS.

32. Tapes.

33. Variety of male and female speakers.

34. Combination.

35. Yes.

36. Drills patterns.

37. Response to questions; Echoic repetition.

38. Yes, 4 phase drills.

39. Not recommended.

41. 3.75 ips on 1 1/2 mil Mylar tapes.

43. Unlimited copying from master tapes is authorized for use within purchasing school or agency.

JaEn

SOURCE : TAPE PUBLISHER (Q., 1964)

1. TARGET LANGUAGE.
Japanese.

2. STUDENT LANGUAGE.
English speakers, but in part not limited.

3. TITLE.
Beginning Japanese, Part. II.

4. AUTHOR.
Eleanor Harz Jorden with assitance of Hamako Ito Chaplin

5. DATE OF FIRST AND MOST RECENT EDITION.
1963.

6. COMPONENTS.
30 reels. Text-1. Vol.

7. PUBLISHER OR DISTRIBUTORS.
Electronic Teaching Laboratories, 5034 Wisconsin Avenue, NW,
Washington 16, D.C.
For text, apply to Yale University Press (etc.)

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AVAILABILITY.

8. Publication is assured.

9. Tapes-$90. Text : cloth bound - $5.00; paper bound $2.75.

AREA OF USE.

11. Secondary schools & universities, second year course.

12. Class.

PRINCIPLES AND GOALS.

16. Comprehend and communicate in normal social situations. Develop accurate phonetic and intonational habits.

COURSE ORGANIZATION.

17. 15 units 21-35.

18. As desired.

19. As desired.

20. None.

21. Pattern drills for class and/or laboratory use.

22. As desired.

25. Script only.

26. As desired.

AUDITORY COMPONENTS.

32. Tapes.

33. Variety of male and female speakers.

34. Combination.

35. Yes.

36. Drills patterns.

37. Response to questions, Echoic repetition.

38. Yes, 4 phase drills.

39. Not recommended.

41. 3.75 ips on 1 1/2 mil Mylar tapes.

43. Unlimited copying from master tapes is authorized for use within purchasing school or agency.

**IgEn**

SOURCE : AUTHOR (Q. 1964)

1. **TARGET LANGUAGE.**
Igbo; specifically a form of what some call "Standard", "Central", or "Union" Igbo, which we prefer to call "Compromise Igbo".

2. **STUDENT LANGUAGE.**
English.

3. **TITLE.**
Probably : "Igbo".

4. **AUTHORS.**
Beatrice F. Welmers (Instructor for Peace Corps Training Programs, Extension Division, University of California, Los Angeles) and Wm. E. Welmers (Professor of African Languages, University of California, Los Angeles).

6. **COMPONENTS.**
Student text; tapes.

7. **PUBLISHER OR DISTRIBUTORS.**
Public distribution will be authorized. Publishing arrangements incomplete; probably multilith duplication.

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AVAILABILITY.

8. Yes. Anticipated termination date late 1964.

AREA OF USE.

11. Elementary, one year.

12. Class study, with supervising linguist and native-speaking informant.

13. University graduate or undergraduate students; Peace Corps training programs; mission language schools.

14. College through adult.

PRINCIPLES AND GOALS.

15. Phonologic and grammatical analysis follows primarily the author's own principles for African languages, with substantial agreement with the only other person competent in America (Swift). Lexical and structural material based on work with several informants, avoiding localisms as much as possible. About 1000 lexical items planned.

16. (1) Accuracy in phonology, particularly tone, sufficient so that the student cannot be misunderstood. Should be acquired by 1/3 of the year.
(2) Mastery of all major, productive grammatical patterns.

(3) Competence in all common social situations.
(4) Preparation for self-improvement in vocabulary, idioms, and fluency.

COURSE ORGANIZATION.

18. One, two, or three class hours to one lab hour.

19. Minimum one hour per day, five days per week, for one academic year. Can be covered in four hours per day, five days per week, for eight weeks.
(Peace Corps program two hours per day, five days per week, for ten weeks, is expected to cover about half the course).

20. None at first, building up to one hour per class hour about half way through.

21. Organization varies. An early type includes drills which are at once pronunciation drills (especially for tone) and pattern drills, question-answer drills, short dialogues. Each lesson includes very brief grammatical explanations when needed.

22. From start; may be dropped about half way through.

23. No formal review lessons.

24. No.

25. No manual needed if a linguist handles the course.

26. Imitation (largely individual) with careful correction; analogic and review production; questions and answers; conversation; monologues.

TESTS.

27-31. No formal tests used to date.

AUDITORY COMPONENTS.

32. Tapes.

33. Probably several speakers, we hope at least one female.

34. Casual and cultivated speech, slightly slower than normal speed.

35. Yes.

36. Combination pronunciation-pattern drills, dialogues, monologues, texts for dictation, materials for comprehension, question-answer drills, songs.

37. As appropriate to the particular material, but no translation.

38. Oral.

39. Use recommended in early lessons until student knows exactly what he is supposed to be hearing (especially in regard to tone and certain vowels).

43. Copies will be allowed; procedure dubious.

PROGRAMMED COURSE MATERIALS.

59-67. Some principles of programmed teaching are incorporated.

GENERAL OBSERVATIONS AND COMMENTS.

68. Further comment on 16 : For a partial program such as a Peace Corps training program, goals (1) and (4) are expected to be achieved. Goals (2) and (3) can be only partially achieved; however, the course is designed so that the most important grammatical points are covered, including all morphotonemic alternations, in the first half.

69. This course was first conceived because of the need for instructional materials for Peace Corps training programs. For this purpose, unlike other courses (FSI), major grammatical constructions are introduced rather rapidly during the first part of the course. Correspondingly the vocabulary is kept rather small. Goals (1) and (4) are emphasized in the first half, with (2) and (3) going as far and as rapidly as possible.

SOURCE : PUBLISHER (Q. 1964).

**ItEn**

1. TARGET LANGUAGE.
Italian (the standard speech of cultivated Italians).

2. STUDENT LANGUAGE.
English.

3. TITLE.
Funk & Wagnalls New Language Phone Method Italian.

4. AUTHORS.
Dr. Mario Pei, Professor of Romance Philology, Columbia University, NEW YORK; N.Y. USA. Under the general editorship of Frédéric Ernst, Emeritus Porfessor of French and Chairman of Romance Language Department, NEW YORK UNIVERSITY, New York, N.Y. USA.

5. DATE OF FIRST AND MOST RECENT EDITION.
1901, 4th edition. - 1959.

6. COMPONENTS.
Student text (1) NEW ITALIAN SELF TAUGHT, xv plus 336 pages; (2) THE ITALIAN LANGUAGE - MANUAL OF RECORDED MATERIAL, 85 pages ; (3) (a) 18 10-inch. two-sided records, 78 rpm; or (b) 6 12-inch, two-sided records, 33-1/3 LP records.

7. PUBLISHER OR DISTRIBUTORS.
Funk & Wagnalls Company, Inc., 360 Lexington Avenue, NEW YORK, N.Y. 10017, USA.

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AVAILABILITY.

9. $49.50. The text - NEW ITALIAN SELF TAUGHT - is availableseparately at $3.50 in cloth binding; at $1.95 in paper binding. The MANUAL OF RECORDED MATERIAL is available separately at $3.00. Educational discounts (to teachers and educational institutions) are as follows : for one set - 20%; for 2 to 5 sets - 33-1/3%for over 5 sets - 40% . These same discounts apply also the books. Records are not sold separately, except for the replacement of lost or damaged records.

AREA OF USE.

11. Elementary. Presumes no previous knowledge of language. Complete course roughly equivalent to two years of university study.

12. Self study.

13. Any adult of reasonable intelligence and educational background (high school).

14. Upper secondary school through adult.

### PRINCIPLES AND GOALS.

15. Vocabulary not based on any specific study, but rather on long practical teaching experience of editors :approximately 5.000 words.

16. Comprehend and communicate in normal social and commercial situations. Develop accurate phonetic and intonational habits.

### COURSE ORGANIZATION.

17. 36 - 2 lessons on pronunciation, and 34 based on text.

19. As a self study course, rythm and duration would vary greatly with the individual..

20. Course conceived primarily for home study.

21. Short dialogue pronunciation drills, grammatical explanation - verb study - conversational patterns - reading texts.

22. From start.

23. No.

### AUDITORY COMPONENTS.

32. Gramophone records.

33. Two speakers, one male, one female. Both natives of Italy.

34. Cultivated speech, at first considerably slower than normal speed, gradually increasing in speed, although never reaching the speed of the native speaker in casual conversation.

35. Yes (in general but not always.

36. Pronunciation exercises; dialogues; drill patterns; letters, (commercial); literary texts.

9. Text and manual recommended at all times. In most cases, English translation is alongside the Italian, or on facing page.

0. (a) Twelve sides, 33 1/3 speed, 9-10 minutes per side; or (b) 36 sides, 78 rpm. 3-4 minutes per side.

### GENERAL OBSERVATIONS AND COMMENTS.

9. For over fifty years the LANGUAGE PHONE METHOD has proved successful with thousands of students. Based on sound principles of learning, the method is logical and effective. While the LANGUAGE PHONE METHOD remains basically the same as before, these new courses have been completely revised (1959) and brought up to date to meet current needs. Native borns speakers have made the recordings, which are fully coordinated with the accompanying manual and "self taught" book.

ItEn

The course starts with a clear and scientific presentation of pronunciation followed by dialogues representing practical everyday situations and ending with literary selections from novels, plays, and poetry.
As new words are introduced in the text, pronunciation is indicated by International Phonetic symbols.

SOURCE : PUBLISHER (C. 1964)

**ItEn**

1. TARGET LANGUAGE.
Italian.

2. STUDENT LANGUAGE.
English.

3. TITLE.
Basic Conversational Italian.

4. AUTHORS.
Robert A. Hall, Jr. (Cornell University) and Cecilia M. Bartoli (Università di Roma).

5. DATE OF FIRST AND MOST RECENT EDITION.
1963.

6. COMPONENTS.
Text, 311 pp.; album of 2 33 1/3 rpm gramophone recordings; tapes, 6 reels 3 3/4 ips. , or 12 reels 7 1/2 ips.

7. PUBLISHER OR DISTRIBUTORS.
Holt, Rinehart & Winston, Inc. 383, Madison Avenue
NEW YORK, New York.

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AVAILABILITY

9. Text, $ 4.80; gramophone recordings, $ 7.60, Federal Excise tax, $.57; tapes, 6 reels 3 3/4 ips., $ 60.00, 12 reels 7 1/2 ips. $ 90.00, or free-of-charge loan-for-duplication.

AREA OF USE

11. Elementary.

12. Class.

13. U.S. high school and college.

14. Beginners, adolescent through adult.

PRINCIPLES AND GOALS.

16. The conversations reflect the everyday usage of Italians today, and the gramma has been written according to modern techniques of linguistic analysis.

COURSE ORGANIZATION

17. Text : 40 conversation units, 20 grammar units.

19. Two semester course.

21. Two conversation, one grammar, pattern drills.

22. From start

## AUDITORY COMPONENTS

32. Gramophone recordings and/or magnetic tape recordings.

33. All native-born speakers.

40. Four sides 33 1/3 rpm.

41. Six 7-inch, 1200-foot reels, double track, 3 3/4 ips. two hour per reel; twelwe 7-inch, 1200-foot reels, double track, 7 1/2 ips., one hour per reel.

43. Unlimited copying from master tapes authorized for use within purchasing school or agency.

ItEn

SOURCE : PUBLISHER (C, 1964)

1. TARGET LANGUAGE
Italian.

2. STUDENT LANGUAGE.
English.

3. TITLE.
Spoken Italian.

4. AUTHOR.
Vincenzo Cioffari.

6. COMPONENTS.
Book ; key to exercices and tests ; album of 24 78 rpm. gramophone recordings ; album of 6 33 1/3 rpm. gramophone recordings.

7. PUBLISHER OR DISTRIBUTOR.
Holt, Rinehart, & Winston, Inc. 383 Madison Avenue,
NEW YORK, New York.

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AVAILABILITY

9. Book, $ 3.00; key; $ 1.00; album of 24 78 rpm gramophone recordings, $ 47.81, Federal Excise tax, $ 3.19; complete course-book , key, 78 rpm, gramophone recordings - $ 55.00; album of 6 33 1/3 rpm gramophone recordings, $43.40, Federal Excise tax, $ 2.60; complete course-book, key, album of 33 1/3 rpm gramophone recordings - $ 50.00.

AREA OF USE

11. Elementary.

12. Class and self study.

13. United States Armed Forces Institute Language training program.

14. College and adults.

COURSE ORGANIZATION

22. From start.

27. Achievement tests.

AUDITORY COMPONENTS

32. Gramophone recordings.

35. Yes.

40. Forty-eight sides 78 rpm.; twelve sides 331/3 rpm.

GENERAL OBSERVATIONS AND COMMENTS.

68. Part of the Holt Spoken Language series, comprising 22 courses, developed by the Intensive Language Program of the American Council of Learned Societies for the use of the United States Armed Forces Institute.

ItEn

SOURCE : PUBLISHER (C. 1964)

1. TARGET LANGUAGE.
Italian.

2. STUDENT LANGUAGE.
English.

3. TITLE.
Basic Italian.

4. AUTHORS.
Charles Speroni and Carlo L. Golino.

6. COMPONENTS.
Text, 251 pp.; one 33 1/3" gramophone recording. Leaflet "Getting Around in Italian" ; nineteen tapes.

7. PUBLISHER OR DISTRIBUTORS.
Holt, Rinehart, & Winston, Inc. 383 Madison Avenue,
NEW YORK, New York.

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AVAILABILITY

9. Text, $ 4.00; gramophone recording, $ 2.98, Federal Excise tax, $.22; leaflet, free with recordings, extra leaflets, $.10 each; tapes, free-of-charge loan-for-duplication, or for sale, $ 142.50.

AREA OF USE.

11. Elementary.

12. Class.

13. U.S. high school or college.

14. Beginners, adolescent through adult.

COURSE ORGANIZATION.

17. Text : 35 lessons, 9 reviews.

19. Two semester course.

21. (1) brief exposition of forms and usage; (2) special lesson vocabulary with stress and pronunciation indicated; (3) lively, brief lettura; (4)substitution and completion exercices.

22. From start.

23. Every fifth lesson.

## AUDITORY COMPONENTS.

32. Gramophone recording and/or magnetic tape recordings.

33. Three female, two male, all native-born speakers.

35. Yes.

36. Gramophone recording : words and phrases needed for getting around in everyday life. Tapes : model text corresponding to chapters in text, pattern drills, question and answer series.

37. Comprehension, echoic repetition, response to questions, structural variations and transformations.

40. Two sides, 331/3 rpm.

41. Nineteen 7-inch, 1200-foot reels, double track, 7 1/2 ips. one hour per reel.

43. Unlimited copying from master tapes authorized for use within purchasing school or agency.

**LaaL**

SOURCE : PUBLISHER (Q. 1964)

1. TARGET LANGUAGE.
Church Latin.

2. STUDENT LANGUAGE.
Unlimited.

3. TITLE.
Learning the Dialogue Mass, for mass Servers and participants.

4. AUTHORS.
Dr. Edward M. Stack.

5. DATE OF FIRST AND MOST RECENT EDITION.
1962.

6. COMPONENTS.
6 reels. Small brochure with instructions included.

7. PUBLISHER OR DISTRIBUTORS.
Electronic Teaching Laboratories, 5034 Wisconsin Avenue, NW,
Washington 16, D.C.

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AVAILABILITY.

9. 6 reels - $23.95.

AREA OF USE.

11. Applicable to all levels.

12. Class.

PRINCIPLES AND GOALS.

16. Comprehend and communicate in normal social situations. Develop accurate phonetic and intonational habits.

COURSE ORGANIZATION.

17. Six five-inch reels or tapes.

18. As desired.

19. As desired.

20. None.

21. Pattern drills for class and/or laboratory use.

22. As desired.

25. Script only.

26. As desired.

AUDITORY COMPONENTS.

32. Tapes.

33. Variety of male and female speakers.

34. Combination.

35. Yes.

36. Drills patterns.

37. Response to questions. Echoic repetition.

38. Yes, 4 phase drills.

39. Not recommended.

40. Not available.

41. 3.75 ips or 1 1/2 mil Mylar tapes.

43. Unlimited copying from master tapes is authorized for use within purchasing school or agency.

PbSp

SOURCE : AUTHOR (Q. 1964)

1. TARGET LANGUAGE.
Brazilian Portuguese.

2. STUDENT LANGUAGE.
For speakers of Spanish.

3. TITLE.
Brazilian Portuguese for Speakers of Spanish.

4. AUTHOR.
Dr. David M. Feldman, Director of the Program in General Linguistics, University of Colorado, Boulder, Colorado, USA.

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AVAILABILITY.

8. Anticipated termination date : June, 1965.

10. Public distribution will probably be authorized by our sponsoring institution : United States Office of Education, Department of Health, Education, and Welfare, Language Development Section, Washington, D.C. 20202 USA. Specimen lessons are, however, available from the author (cf. 4 above).

AREA OF USE.

11. First year university or beginning professional instruction.

12. Primarily self study.

13. University students or adults preparing for work in Brazil.

14. First year university through adult.

PRINCIPLES AND GOALS.

15. Dr. Feldman has made a complete grammatical analysis (phonology, morphology, and syntax), taking into account existing studies as well, of contemporary spoken Brazilian Portuguese. The study will be published as a series of articles and later as a book. The grammatical study will be available separately from the course being described here. The structure of the course itself is based upon the Feldman study. The vocabulary is based, however, on Brown, Shane, and Carr, A Graded Wordbook of Brazilian Portuguese.

16. First, develop accurate phonetic behavior and, then, comprehend and communicate in specific social situations.

COURSE ORGANIZATION.

19. Course time is not yet determined.

## AUDITORY COMPONENTS.

32. The course uses magnetic tapes. Gramophone records could easily be dubbed from the tapes, of course.

34. Casual, yet clear, speech is used throughout. Speed is on the slower side of normal conversation.

35. Tapes provide for student responses on second track.

36. Pronunciation exercises, pattern drills, comprehension selections, and instructions are all taped.

38. Confirmation and/or reinforcement is by means of a confirmation signal or the correct answer itself, depending upon the nature of the frame.

39. Student never sees the voicing scripts.

## STATIC VISUAL AIDS.

44. Only in certain sections of the course.

46. Fundamentally derived from drawings.

47. Black and white images in the programmed textbook.

48. Articulatory diagrams, structural schemata, and occasional objects or scenes.

## PROGRAMMED COURSE MATERIALS.

59. The entire course is programmed for use with a two-track tape recording device and playback apparatus.

60. Essentially linear with occasional branching in review loops.

62. No, the tapes are essential.

63. Combination of written text, tapes, and images.

64. All types mentioned.

65. Both auditory and visual, depending upon the nature of the frame.

66. Magnetic tapes and programmed text.

67. Results may be obtained by the use of any two-track tape recording and playback device equipped with high-fidelity earphones, a strong clutch and reverse control (preferably via foot lever), and a large mirror.

## GENERAL OBSERVATIONS AND COMMENTS.

68. The other items on the questionnaire will be answerable after the course has been published, used experimentally, and reviewed.

PeEn

SOURCE : TAPE PUBLISHER (Q. 1964)

1. TARGET LANGUAGE.
Persian.

2. STUDENT LANGUAGE.
English speakers, but in part not limited.

3. TITLE.
Persian Basic Course.

4. AUTHOR.
Foreign Service Institute.

6. COMPONENTS.
24 reels - Text-1 Vol.

7. PUBLISHER OR DISTRIBUTORS.
Electronic Teaching Laboratories, 5034 Wisconsin Avenue. NW,
Washington 16, D.C.
For text, apply to center for Applied Linguistics.

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AVAILABILITY.

9. FSI tape - $72.00.

AREA OF USE.

11. Applicable to all levels.

12. Class.

PRINCIPLES AND GOALS.

16. Comprehend and communicate in normal social situations. Develop accurate phonetic and intonational habits.

COURSE ORGANIZATION.

17. 12 units.

18. As desired.

19. As desired.

20. None.

21. Pattern drills for class and/or laboratory use.

22. As desired.

25. Script only.

26. As desired.

AUDITORY COMPONENTS.

32. Tapes.

33. Variety of male and female speakers.

34. Combination.

35. Yes.

36. Drill patterns.

37. Response to questions. Echoic repetition.

38. Yes, 4 phase drills.

39. Not recommended.

41. 3.75 ips on 1 1/2 mil Mylar tapes.

43. Unlimited copying from master tapes is authorized for use within purchasing school or agency.

RuEn

SOURCE : PUBLISHER (Q., 1964)

1. TARGET LANGUAGE.
Russian.

2. STUDENT LANGUAGE.
English.

3. TITLE.
Correlated Language Tapes, Russian Series I.

4. AUTHOR.
Dr. V. Kamenew.

5. DATE OF FIRST AND MOST RECENT EDITION.
1962.

6. COMPONENTS.
40 reels. Student Guide, 76 pp.

7. PUBLISHER OR DISTRIBUTORS.
Electronic Teaching Laboratories, 5034 Wisconsin Avenue, NW,
Washington 16, D.C.

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AVAILABILITY.

9. CLT tapes-$89.95. Student Guide-$1.25.

AREA OF USE.

11. Applicable to all.

12. Class.

13. Applicable to all.

14. Applicable to all.

PRINCIPLES AND GOALS.

16. Comprehend and communicate in normal social situations. Develop accurate phonetic and intonational habits.

COURSE ORGANIZATION.

17. 40 units.

18. As desired.

19. As desired.

20. None.

21. Pattern drills for class and/or laboratory use.

22. As desired.

25. Script only.

26. As desired.

AUDITORY COMPONENTS.

32. Tapes.

33. Variety of male and female speakers.

34. Combination.

35. Yes.

36. Drill patterns.

37. Response to questions. Echoic repetition.

38. Yes, 4 phase drills.

39. Not recommended.

40. Not available.

41. 3.75 ips on 1 1/2 mil mylar tapes, ea, 7 minutes ea.

43. Unlimited copying from master tapes is authorized for use within purchasing school or agency.

GENERAL OBSERVATIONS AND COMMENTS.

69. Each unit drills a single important structure. The course is intended as a complement providing drills that can be correlated with many different language course texts.

RuEn

SOURCE : AUTHOR (Q, 1964).

1. TARGET LANGUAGE.
Russian.

2. STUDENT LANGUAGE.
English.

3. TITLE.
Basic Conversational Russian.

4. AUTHORS.
Gordon H. Fairbanks, Professor of Linguistics, Cornell University, and
Richard L. Leed, Assistant Professor of Lingusitics, Cornell University

5. DATE OF FIRST AND MOST RECENT EDITION.
Spring 1964.

6. COMPONENTS.
Text, 350 pp. 12 dual track 7-inch tapes which include all the Russian material in the textbook (dialogues, exercises, reading selections, and pronunciation drills) plus additional listening comprehension material not printed in the textbook.

7. PUBLISHER OR DISTRIBUTORS.
Holt, Rinehart, & Winston Inc. , 383 Madison Avenue,
NEW YORK, New York.

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AVAILABILITY.

9. Approximately $4.85.

AREA OF USE.

11. Elementary.

12. Intended for both class and self study.

13. College level.

14. High School (USA) and adults.

PRINCIPLES AND GOALS.

16. Objective : to provide the student with the basic speech habits necessary for control of spoken, conversational Russian.

COURSE ORGANIZATION.

21. There are 24 Conversational Lessons and 12 Grammar Units in the course.

A grammar unit occurs after every two Conversation Lessons. A conversational lesson consist of a dialogue for memorization and a set of pattern practices to be performed orally. A Grammar Unit consist of grammatical presentation and a set of pattern practices.

22. From the start.

23. Review lessons occur after every two Grammar Units.

26. Assuming two hours of homework for every hour of classwork, a Conversation Lesson should require from two to four hours of classwork, depending on the level of the student population. In a college situation the first two hours on a Conversational Lesson may be devoted to choral repetition of the dialogueand to pattern practice. The second hour may be devoted to individual repetition and further pattern practice. By the next meeting the students should know the dialogue by heart.

AUDITORY COMPONENTS.

32. Tapes are available.

33. Eight native speakers, male and female. One non-native male speaker for instructions.

34. Conversational style and normal conversational speed.

35. All dialogue and exercise material spaced for student response.

36. Dialogues, pronunciation drills, pattern practice, translation ("fluency drills"), reading selections. Also listening comprehension selections not printed in textbook.

37. Imitation of dialogues. Substitution drills. Transformation drills. Listening comprehension.

38. Oral reinforcement of student responses.

39. Listening comprehension exercises not available to students in written form. REsponses to pattern practices not available to students in written form. Performance with books closed is recommended.

41. 12 - 7" tapes, dual track, 3-3/4 ips.

43. Outright purchase or on loan for duplication.

RuEn

SOURCE : PUBLISHER (C, 1964)

1. TARGET LANGUAGE.
Russian

2. STUDENT LANGUAGE.
English.

3. TITLE.
How to Pronounce Russian.

4. AUTHORS.
Ernest F. Haden and M. Irving Smith (Texas)

5. DATE OF FIRST AND MOST RECENT EDITION.
1955.

6. COMPONENTS.
Text, 64 pp. ; one 33 1/3 rpm. gramophone recording.

7. PUBLISHER OR DISTRIBUTORS.
Holt, Rinehart, & Winston, Inc. 383 Madison Avenue
NEW YORK, New York.

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AVAILABILITY

9. Text, $ 1.60; recordings; $ 4.00, Federal Excise tax, $.30

AREA OF USE

11. Elementary.

12. Class or self-study.

13. U.S. college.

14. Beginners, adolescent through adult.

COURSE ORGANIZATION.

21. Analysis of pronunciation difficulties of Russian for the American. Drills.

22. From start.

AUDITORY COMPONENTS

32. Gramophone recording.

33. All native-born speakers.

40. Two sides 10-inch 33 1/3 rpm.

RuEn

SOURCE : PUBLISHER (C, 1964)

1. TARGET LANGUAGE.
Russian.

2. STUDENT LANGUAGE.
English.

3. TITLE.
Spoken Russian.

4. AUTHORS.
Leonard Bloomfield (late of Yale University), Luba Petrova, and I. M. Lesnin.

6. COMPONENTS.
Book I and key (units 1-12); album of 24 78 rpm gramophone recordings ; album of 6 33 1/3 rpm gramophone recordings;
Book II (units 13-30); tapes for Book I, 7 reels, for Book II, 5 reels.

7. PUBLISHER OR DISTRIBUTORS.
Holt, Rinehart, & Winston, Inc. 383 Madison Avenue,
NEW YORK, New York.

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AVAILABILITY

9. Book I and key, $ 4.40 ; album of 78 rpm gramophone recordings, $ 47.44; Federal Excise tax, $ 3.16; complete course-book, key, album of 78 rpm gramophone recordings - $ 55.00; album of 331/3 rpm gramophone recordings, $ 43.02, Federal Excise tax, $ 2.58; complete course-book, key, album of 33 1/3 rpm gramophone recordings - $ 50.00; Book II, cloth $4.40, paper $4.00; tapes for sale only, for Book I, 7 reels, $ 70.00, for Book II, 5 reels, $ 50.00.

AREA OF USE

11. Elementary.

12. Class and self-study.

13. United States Armed Forces Institute language training program.

14. College and adult.

COURSE ORGANIZATION.

22. From start.

AUDITORY COMPONENTS

32. Gramophone recordings and/or magnetic tape recordings.

33. Three male, two female, all nativ-born, speakers.

35. Yes.

36. Phrases for repetition. Tapes include pattern drills. The colloquial speech of the educated citizen of Moscow.

37. Comprehension, echoing repetition, structural variations and transformations.

40. Forty-eight sides 78 rpm.; twelwe sides 33 1/3 rpm.

41. Twelwe 7-inch, 1200-foot reels, double track, 33/4 ips. two hours per reel.

43. Unlimited copying from master tapes allowed for use within purchasing school or agency.

GENERAL OBSERVATIONS AND COMMENTS.

58. Part of the Holt Spoken Language Series, comprising 22 courses, developed by the Intensive Language Program of the American Council of Learned Societies for the use of the United States Armed Forces Institute.

RuEn

SOURCE : Author - Prof. SALTZMAN (Q. 1964).

1. TARGET LANGUAGE.
Russian.

2. STUDENT LANGUAGE.
Literate English speakers

3. TITLE.
Beginning Course in Russian.

4. AUTHORS.
Saltzman, Irving J. - Professor of Psychology, Indiana University
Beebe, John F. - Asst. Professor of Linguistics and Slavic Languages and Literatures.
Adams, Renee (Mrs.) - Research Asst. in Psychology, Indiana University.

5. DATE OF FIRST AND MOST RECENT EDITION.
Book I. published 1963.

6. COMPONENTS.
Fifteen programmed texts, 100 hrs. of tape

7. PUBLISHER OR DISTRIBUTORS.
Book I. : Writing Russian Script is available - McGraw-Hill Book Co.

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AVAILABILITY.

8. Other books will be ready for publication in 1965-66.

9. Book I - $ 2.96 in paper back; $ 5.95 in cloth; tapes $ 7.95 double track; $15.00 single track. Price of other material not set.

10. Other materials available for experimental or examination purposes.

AREA OF USE.

11. Upper secondary school through adult.

12. Self study.

PRINCIPLES AND GOALS.

15. Creation of John F. Beebe - combining modified traditional approach with audio-lingual principles.

16. Reach level that college students reach at the end of their 1st course ; understanding, speaking, reading & writing.

## COURSE ORGANIZATION.

17. 245 hours

18. All self-instructional with tapes and programmed texts.

19. Three hours per day, five days per week for 15 weeks.

20. No home study.

21. Mimic & translate.

22. At the outset.

23. Three reviews, one after each 3rd of the course.

## TESTS.

27. Four achievement tests.

28. 1st test - after 15 hours
2nd test - after 80 hours
3rd tes - after 160 hours
4th test - final, after 245 hours.

29. Written & oral tests (taped)

30. Listening comprehension. Articulation. Grammatical understanding.
Reading comprehension. Oral and written translation.

31. Translation from and into target language.

## AUDITORY COMPONENTS.

32. Magnetic tapes.

33. One native male speaker.

34. Casual speech spoken at normal conversational speed.

35. Yes.

36. Pronunciation exercises, oral comprehension & translation.

37. Echoic repetition, comprehension, translation.

38. Self-confirmation-oral.

39. Written texts available except during oral comprehension sections.

41. 100 hours of tape.

RuEn

## PROGRAMMED COURSE MATERIALS.

59. Completely programmed.

60. Modified linear.

61. 15.000.

62. Programmed texts & tapes.

63. Printed & taped.

64. Multiple choice and constructed response - written & oral.

65. Written & auditory.

## GENERAL OBSERVATIONS AND COMMENTS.

69. The purpose of our project was to construct a completely selfinstructional programmed first semester, college course in Russian. It was hoped that the development of the program would : (1) make available a course which would be suitable for use in high schools and colleges where Russian teachers were not available (2) provide a useful research tool for studying the learning and teaching of second languages, and (3) yield information about the development of extensive self-instructional programmed courses.

The program is neither completely traditional nor completely audio lingual in its approach. An attempt was made to combine the two approaches and derive thebenefits of booth. The first contact that our students have with any new lexical item is to hear it pronounced on tape by a native Russian speaker. But immediately after they learn to mimic the pronunciation of an item, they learn to spell it. Also although our students have a substantial amount of pattern practice or structural drill, grammar is not slighted : our students are taught the relevant grammatical rules before they begin their pattern practice. They do not substitute items repeatedly in the same patterns. but they start each response with a new pattern.

A substantial amount of translation, both oral and written, is required of our students.

When the student completes the program, he is capable of understanding and producing. both orally and in writing Russian sentences of the complexity of the following examples : (1)I'll sign all those documents and then finish answering the mail. (2) Our husbans will inquire about that man's business when they are at work today.

SaEn

SOURCE : PUBLISHER (C. 1964).

1. TARGET LANGUAGE.
South American Spanish.

2. STUDENT LANGUAGE.
English.

3. TITLE.
El Camino Real, Bks. I & II.

4. AUTHORS.
E. M. Jarret & B. J. M. McManus

5. DATE OF FIRST AND MOST RECENT EDITION.
3rd edition, date ?

6. COMPONENTS.
For each book: Text. Practice exercises and review tests. Midyear and final tests. Teacher's manual and key. Tapes for listening, speaking and pattern drill (Bk. 1 - 22 5"-reels; Bk. II - 52 short tapes.) Audio guide for tape exercises. Teacher's manual for audio program.
In addition, for Bk. 1.: 7 seven" LP student practice records. 2 LP records of pronunciation practice etc. Objective tests and keys.

7. PUBLISHER OR DISTRIBUTORS.
Houghton Mifflin Co., 2 Park St., BOSTON, Mass.

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AVAILABILITY.

9. Text, Bk. 1 - $5.20; Bk. 2 - $5.28. Teacher's manuals, ea. - $1.20 Practice exercises and rev. tests, ea. - $0.96. Mid-year & final tests - $0.20. Complete audio program, Bk. I - $90; Bk; II - $195. Objective tests and keys, Bk. I. - $0.64. Student practice records, Bk. I - $2.70. 2 LP record album - $13.50.

AREA OF USE.

11. Secondary school.

12. Class.

PRINCIPLES AND GOALS.

15. Contrastive analysis. Word and idiom frequency lists.

16. Teach American high school students to understand, speak, read and write with confidence, correctness and ever-increasing efficiency. Provide rich cultural backgrounds.

COURSE ORGANIZATION.

18. One to one

19. One hour a day, 5 days a week, for 2 school years.

21. Graded stories and essays. Background essays in English to present historical and cultural information. Exposition of structural points followed by exercises. Short review section at end.

22. After first 18 dialoguesof Bk. 1.

23. Frequent review lessons .

25. Includes key to text and to practice exercises and review tests.

TESTS.

27. Achievement tests.

28. Include one mid-term and one final test.

29. Separate booklets.

AUDITORY COMPONENTS.

32. Both gramophone records and magnetic tapes, partly duplicating.

33. Native Spanish Americans.

35. Yes.

36. Dialogues and pattern drills.

37. Listening practice and imitation. Structural variation.

38. Recorded confirmation responses followed by pause for student repetition.

39. Texts of dialogues and pattern drills available, and recommended, for student use during lab session.

40. Student practice records (accompanying Bk. 1) : fourteen 7" LP record sides containing pre-reading audio-lingual program. Two LP records of pronunciation practice and reading selections coordinated with book 1.

41. Bk. 1. Dialogues and Listening Practice - eight 5" small-hub reels, full track, 3-3/4 ips.
Bk. I Pattern Drills - 14 reels, same features as above.
Bk. II Speaking and Listening - 28 short 7-1/2 ips tapes: 4 preliminary dialogues review work of Bk. 1, then 24 tapes of dialogues, conversations and stories.
Bk. II Graded Pattern Drills (emphasis on subjunctive) - 24 short 7-1/2 ips. tapes.

43. Purchaser may, with permission of publisher, duplicate tapes for local use only.

STATIC VISUAL AIDS.

44. No formal visual aids, but very rich collection of full-color and b&w photographs, maps, and authentic Spanish cartoons and _realia_ in student text stimulate interest in life and culture of Spanish world.

SlEn

SOURCE : PUBLISHER (Q. 1964).

1. **TARGET LANGUAGE.**
French, German.

2. **STUDENT LANGUAGE.**
Designed for English-speaking students, these materials provide texts and sound entirely in the target language (no English captions), so they may be used to enrich the study of the language in practically any country that observes Christmas.

3. **TITLE.**
Christmas Songs in Foreign Languages.

4. **AUTHORS.**

| | |
|---|---|
| French : | Mrs. Andree Lelong Drake - A native of France, Mrs Drake taught French to English speaking students in France and in Switzerland before coming to the U.S. |
| German : | Miss Katherine Baer - Miss Baer has lived and studied in Germany over a period of many years. She now teaches German at the Barrington Consolidated High School, Barrington, Illinois. |

5. **DATE OF FIRST AND MOST RECENT EDITION.**
1963.

6. **COMPONENTS.**
Set of two full-color filmstrips, one 33-1/3 rpm record (narrations back-to-back), teacher's guide with literal translations of the songs in English, as follows :

| | |
|---|---|
| 847-1 | Christmas Songs in French f/s, 17 frames (15 minutes) |
| 847-2 | Christmas Songs in German f/s, 26 frames (16 minutes) |
| 847-1RR | Record for above (narrations back-to-back) |

7. **PUBLISHER OR DISTRIBUTORS.**
Society for Visual Education, Inc. , 1345 Diversey Parkway,
CHICAGO, Illinois 60614.

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**AVAILABILITY.**

9. Each filmstrip with record............. $8.00
Sets of 2 f/s with 1 record, as follows :

| | | |
|---|---|---|
| 847-1SR | Christmas Songs in French/Christmas Songs in German | $13.00 |
| 847-2SR | Complete set, French, German, Spanish, Latin 4f/s, 2 records, guide | $23.50 |

Prices f.o.b., Chicago, Illinois.

10. Public distribution authorized, all reproduction rights are reserved by Society For Visual Education, Inc.

AREA OF USE.

11. Elementary and High School.

12. Designed primarily for classroom use; may also be used for independant study.

13. American elementary and secondary schools.

14. Elementary and secondary schools, adults.

PRINCIPLES AND GOALS.

16. To teach Christmas songs in foreign languages by showing words on the screen accompanied by male and female solo voices on records.
To help students by example, improve their pronunciation of the language of study.
To provide enrichment material by presenting songs that are traditional int the countires of their origin. (In the case of Latin, a number of songs that are well known in English have been translated.)

STATIC VISUAL AIDS.

44. Full-color illustrations and text-frames of the various songs, with sound on 33-1/3 rpm records.

45. Two filmstrip-record study units, 17 and 26 frames per filmstrip.

46. Original full-color illustrations created by Felix Palm.

47. 35 mm filmstrips, with sound on 33-1/3 rpm records.

48. The opening frame of each song consist of the title and text of the first verse. Ther is an accompanying illustrating incorporated in the frame to establish the mood and subject matter of the song. Subsequent frames give the other verses, printed against colored backgrounds. As the lyrics appear on the screen, the recorded carol is sung, with organ accompaniment by a vocalist proficient in the language. The 33-1/3 rpm. records are "banded" between songs so that the the operator can easily find the beginning of any song. Literal English translations of the songs appear in the teacher's guides.

49. To combine pronunciation practice and enrichement material, for use to reinforce other methods of language instruction.

GENERAL INSTRUCTIONS AND COMMENTS;

68. Summary of contents :
A847 - 1 CHRISTMAS SONGS IN FRENCH :
Le Sommeil de L'Enfant Jésus
Un Flambeau, Jeannette, Isabelle
Il Est Né, Le Divin Enfant

SlEn

Dors Ma Cherie
Les Anges Dans Nos Campagnes
Sainte Nuit (Silent Night)
Venez, Divin Messie
Minuit Chrétien

A847-2 CHRISTMAS SONGS IN GERMAN

Leise rieselt der Schnee
Ihr Kinderlein kommt
Stille Nacht (Silent Night)
O Du Fröliche - O Du Selige
Kling Glöckchen Kling
Kommt, Ihr Hirten
O Tannenbaum
Am Weihnachtsbaum die Lichter brennen
Alle Jahre wieder.

343

SlEn

SOURCE : PUBLISHER (Q. 1964)

1. **TARGET LANGUAGE.**
Spanish, Latin.

2. **STUDENT LANGUAGE.**
Designed for English-speaking students, these materials provide texts and sound entirely in the target language (no English captions), so they may be used to enrich the study of the language in practically any country that observes Christmas.

3. **TITLE.**
Christmas Songs In Foreign Languages.

4. **AUTHORS.**
Spanish : Mr. George Rico - Born in Mexico City, Mr Rico has taught Spanish with the U.S. Army and now directs choral groups consisting of Spanish-speaking vocalists.

Latin : Dr. George Szemler - Dr. Szemler is a well-known Latin scholar and musician. He is presently with the History Department of Loyola University, Chicago, Illinois.

5. **DATE OF FIRST AND MOST RECENT EDITION.**
1963.

6. **COMPONENTS.**
Set of two full-color filmstrips, one 33-1/3 rpm records (narrations back-to-back), teacher's guide with literal translations of the songs in English as follows:

| | |
|---|---|
| 847-3 | Christmas Songs In Spanish f/s, 21 frames (15 minutes) |
| 847-4 | Christmas Songs In Latin f/s, 18 frames (15 minutes) |
| 847-2RR | Record for above (narration back-to-back). |

7. **PUBLISHER OR DISTRIBUTORS.**
Society For Visual Education , Inc., Diversey Parkway,
Chicago, Illinois 60614.

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**AVAILABALITY.**

9. Each filmstrip with record $8.00
Sets of 2 f/s with 1 record, as follows :
847-2SR Christmas Songs In Latin/ Christmas Songs In Spanish $13.00

847-SR - Complete set, French German, Spanish, Latin 4 f/s, 2 records, guide ...................................... $23.50
Prices f.o.b. , Chicago, Illinois.

10. Publis distribution authorized, all reproduction rights are reserved by Society Of Visual Education, Inc.

AREA OF USE.

11. Elementary and High School.

12. Designed particulary for classroom use; may also be used for independant study.

13. American elementary and secondary schools.

14. Elementary and secondary scholls, adults.

PRINCIPLES AND GOALS.

16. To teach Christmas songs in foreign languages by showing words on the screen accompanied by male and female solo voices on records.
To help students, by example, improve their pronunciation of the language of the study/.
To provide enrichment material by presentin songs that are traditional in the countries of their origin. (In the case of Latin, a number of songs that are well-known in English have been translated.)

STATIC VISUAL AIDS.

44. Full-color illustrations and text frames of the various songs, with sound on 33-1/3 rpm records.

45. Two filmstrip-record study units 18 and 21 frames.

46. Original full-color illustrations created by Felix Palm.

47. 35mm filmstrips, with sound on 33-1/3 rpm records.

48. The opening frame of each song consists of the title and text of the first verse. There is an accompanying illustration incorporated in the frame to establish the mood and subject matter of the song. Subsequent frames gives the other verses, printed against colored backgrounds. As the lyrics appear on the screen, the recorded carol is sung, with organ accompaniment, by a vocalist proficient in the language. The 33-1/3 rpm records are "banded" between songs so the operator can easily find the beginning of any song. Literal English translations of the songs appear in the teacher's guides.

49. To combine pronunciation practice and enrichment material, for use to reinforce other methods of language instruction.

GENERAL INSTRUCTIONS AND COMMENTS.

68. Summary of contents :
Christmas Songs in Spanish
Christmas Songs in Latin.

SlEn

A847-3 CHRISTMAS SONGS IN SPANISH

Oh Santisimo Felicisimo
Venid Pastorcillos (Away In A Manger)
Si Me Dan Pasteles
Las Posadas
Venid, Adoremos (Oh Come All Ye Faithful)
Noche De Pax (Silent Night)
Oid Un Son En Alta Esfera (Hark, the Herald Angels Sing)

A847-4 CHRISTMAS SONGS IN LATIN

Dum Gregos Nocte Pastores (While Shepherds Watched Their Flocks)
Silens Nox (Silent Night)
In Dulci Jubilo
Tinniat, Tinniat (Jingle Bells)
O Parve Vice Bethlehem (Oh Little Town of Bethlehem)
Sanctus Venceslaus (Good King Wenceslaus)
Adeste Fideles (Oh Come All Ye Faithful)
Novus Dies (The First Noel)

SpEn

SOURCE : TAPE PUBLISHER (Q. 1964)

1. TARGET LANGUAGE.
Spanish.

2. STUDENT LANGUAGE.
English, but in part limited.

3. TITLE.
Foreign Service Institute Basic Course, Spanish.

4. AUTHOR.
Foreign Service Institute.

6. COMPONENTS.
61 reels. 2 Vols.

7. PUBLISHER OR DISTRIBUTORS.
Electronic Teaching Laboratories, 5034 Wisconsin Avenue, NW,
Washington 16, D.C.
Text must be obtained from Superintendant of Documents, Government
Printing office Washington 25, D.C.

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AVAILABILITY.

9. Tape - $140.00, Text, 2 Vols. $7.50.

AREA OF USE.

11. Applicable to all levels.

12. Class.

PRINCIPLES AND GOALS.

16. Comprehend and communicate in normal social situations. Develop accurate phonetic and intonational habits.

COURSE ORGANIZATION.

17. 30 units.

18. As desired.

19. As desired.

20. None.

21. Pattern drills for class and/or laboratory use.

22. As desired.

25. Script only.

5

26. As desired.

### AUDITORY COMPONENTS.

32. Tapes.

33. Variety of male and female speakers.

34. Combination.

35. Yes.

36. Drill patterns.

37. Response to questions. Echoic repetition.

38. Yes, 4 phase drills.

39. Not recommended.

41. 3.75 ips or 1 1/2 mil Mylar tapes.

43. Unlimited copying from master tapes is authorized for use within purchasing school or agency.

SpEn

SOURCE : PUBLISHER (Q., 1964)

1. TARGET LANGUAGE.
Spanish.

2. STUDENT LANGUAGE.
English speakers, but in part not limited.

3. TITLE.
Correlated Language Tapes, Spanish, Series I.

4. AUTHOR.
Charles I. Foltz.

5. DATE OF FIRST AND MOST RECENT EDITION.
1962.

6. COMPONENTS.
41 reels. Teachers guide.

7. PUBLISHER OR DISTRIBUTORS.
Electronic Teaching Laboratories, 5034 Wisconsin Avenue, NW, Washington, 16, D.C.

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AVAILABILITY.

9. CLT tape-$89.95. Teacher's Guide, 61 pp., $1.25.

AREA OF USE.

11. Applicable to all. Beginning instruction, intermediate and advances review and testing.

12. Class.

PRINCIPLES AND GOALS.

16. Comprehend and communicate in normal social situations. Develop accurate phonetic and intonational habits.

COURSE ORGANIZATION.

17. 40 units.

18. As desired.

19. As desired.

20. None.

21. Pattern drills for class and/or laboratory use.

22. As desired.

25. Script only.

26. As desired.

### AUDITORY COMPONENTS.

32. Tapes.

33. Variety of male and female speakers.

34. Combination.

35. Yes.

36. Drill patterns.

37. Response to questions. Echoic repetition.

38. Yes, 4 phase drills.

39. Not recommended.

41. 3.75 ips on 1 1/2 mil Mylar tapes, ea. 7 minutes ea.

43. Unlimited copying from master tapes is authorized for use within purchasing school or agency.

### GENERAL OBSERVATIONS AND COMMENTS.

69. Each unit drills a single important structure. The course is intended as a complement providing drills that can be correlated with many different language course texts.

SpEn

SOURCE : PUBLISHER (Q, 1964)

1. TARGET LANGUAGE.
Spanish.

2. STUDENT LANGUAGE.
English speakers, but in part not limited.

3. TITLE.
Correlated Language Tapes, Spanish Series II.

4. AUTHOR.
Elgyn Julca.

5. DATE OF FIRST AND MOST RECENT EDITION.
1963.

6. COMPONENTS.
42 reels. Student Handbook, 91 pages.

7. PUBLISHER OR DISTRIBUTORS.
Electronic Teaching Laboratories, 5034 Wisconsin Avenue, NW,
Washington 16, D.C.

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AVAILABILITY.

8. Publications is assured.

9. CLT Tapes-$94.50. Student Handbook-$2.00.

AREA OF USE.

11. Applicable to all.

12. Class.

PRINCIPLES AND GOALS.

16. Comprehend and communicate in normal social situations. Develop accurate phonetic and intonational habits.

COURSE ORGANIZATION.

17. 75 lessons.

18. As desired.

19. As desired.

20. None.

21. Pattern drills for class and/or laboratory use.

22. As desired.

25. Script only.

26. As desired.

## AUDITORY COMPONENTS.

32. Tapes.

33. Variety of male and female speakers.

34 Combination.

35. Yes.

36. Drills patterns.

37. Response to questions, Echoic repetition.

38. Yes, 4 phase drills.

39. Not recommended.

41. 3.75 ips on 1 1/2 mil Mylar tapes, ea. 7 minutes ea.

43. Unlimited copying from master tapes is authorized for use within purchasing school or agency.

## GENERAL OBSERBATIONS AND COMMENTS.

69. Each unit drills a single important structure. The course is intended as a complement providing drills that can be correlated with many different language course texts.

SpEn

SOURCE : PUBLISHER (Q. 1964)

1. **TARGET LANGUAGE.**
Castilian Spanish.

2. **STUDENT LANGUAGE.**
English.

3. **TITLE.**
Funk & Wagnalls New Language Phone Method - Spanish.

4. **AUTHORS.**
Dr. Juan Lopez-Morillas, Professor of Spanish, Brown University, Providence, Rhode Island, U.S.A. Under the general editorship of Frédéric Ernst, Emeritus Professor of French and Chairman of Romance Language, Department, New York University, New York, N.Y., U.S.A.

5. **DATE OF FIRST AND MOST RECENT EDITION.**
1901. 4th edition - 1959.

6. **COMPONENTS.**
Student text (1) NEW SPANISH SELF TAUGHT, six plus 340 pages. (2) THE SPANISH LANGUAGE - MANUAL OF RECORDED MATERIAL, 85 pages; (3) (a) 18 10-inch, two-sided records, 78 rpm; or (b) 12-inch, two-sided records, 33 1/3 LP records.

7. **PUBLISHER OR DISTRIBUTORS.**
Funk & Wagnalls Company, Inc., 360 Lexington Avenue, New York, N.Y. 10017, U.S.A.

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**AVAILABILITY.**

9. $49.50. The text - NEW SPANISH SELF TAUGHT - is available separately at $3.50 in cloth binding; at $1.95 in paper binding. The MANUAL OF RECORDED MATERIAL is available separately at $3.00. Educational discounts (to teachers and educational institutions) are as follows : for one set - 20%; for 2 - 5 sets - 33 1/3%; for over 5 sets -40%. These same discounts apply also to the books. Records are not sold separately, except for the replacement of lost or damaged records.

**AREA OF USE.**

11. Elementary. Presumes no previous knowledge of language. Complete course roughly equivalent to two years of university study.

12. Self study.

13. Any adult of reasonable intelligence and educational background (high school).

14. Upper secondary school through adult.

PRINCIPLES AND GOALS.

15. Vocabulary not based on any specific study, but rather on long practical teaching experience of editors; approximately 5,000 words.

16. Comprehend and communicate in normal social and commercial situations. Develope accurate phonetic and intonational habits.

COURSE ORGANIZATION.

17. 36 - 2 lessons on pronunciation, and 34 based on text.

19. As a self study course, rhythm and duration would vary greatly with the individual.

20. Course conceived primarily for home study.

21. Short dialogue - pronunciation drills - grammatical explanation - verb study - conversational patterns - reading texts.

22. From start.

23. No.

AUDITORY COMPONENTS.

32. Gramaphone records.

33. Two speakers, one male, one female. Both natives of Spain (Madrid).

34. Cultivated speech, at first considerably slower than normal speed, gradually increasing in speed, although never reaching the speed of the native speaker in casual conversation.

35. Yes (in general, but not always).

36. Pronunciation exercises; dialogues; drill patterns; letters (commercial); literary texts.

39. Text and manual recommended at all times. In most cases, English translation is alongside the Spanish, or on facing page.

40. (a) Twelve sides, 33 1/3 speed, 9-10 minutes per side; or (b) 36 sides, 78 rpm, 3-4 minutes per side.

GENERAL OBSERVATIONS AND COMMENTS.

69. For over fifty years the LANGUAGE PHONE METHOD has proved successful with thousands of students. Based on sound principles of learning, the method is logical and effective. While the LANGUAGE PHONE METHOD remains basically the same as before, these new courses have been completely revised (1959) and brought up to date to meet current needs. Native-born speakers have made the recordings, which are fully coordinated with the accompanying manual and "self taught" book.

**The course starts with a clear and scientific presentation of pronunciation, followed by dialogues representing practical everyday situations, and ending with literary selections from novels, plays, and poetry. As new words are introduced in the text, pronunciation is indicated by International Phonetic symbols.**

SpEn

**SOURCE : PUBLISHER (C, 1964)**

1. **TARGET LANGUAGE.**
   **Spanish.**

2. **STUDENT LANGUAGE.**
   **English.**

3. **TITLE.**
   **Imaginacion y fantasia, cuentos de las Americas.**

4. **AUTHORS.**
   **Donald Yates ( Michigan State) and John Dalbor (Pennsylvania State).**

5. **DATE OF FIRST AND MOST RECENT EDITION.**
   **1960.**

6. **COMPONENTS.**
   **Text, 144 pp. ; six 3 3/4 tapes ; thirteen 7 1/2 ips tapes.**

7. **PUBLISHER OR DISTRIBUTORS.**
   **Holt, Rinehart, & Winston, Inc. 383 Madison Avenue NEW-YORK**
   **New-York.**

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**AVAILABILITY.**

9. **Text, $ 3.00 ; six 3 3/4 ips tapes, $ 60.00 ; thirteen 7 1/2 ips tapes, free-of-charge loan-for-duplication, or for sale, $ 97.50.**

**AREA OF USE.**

11. **Intermediate.**

12. **Class.**

13. **U.S. college.**

14. **Intermediates, adolescent through adult.**

**COURSE ORGANIZATION.**

19. **Reader to supplement one-semester course.**

21. **A collection of twelve stories by well-known Spanish-American writers. The stories are presented in unsimplified form and become progressively more difficult. Varied exercises provide not only a test of comprehension but extensive language practice as well.**

AUDITORY COMPONENTS.

32. Magnetic tape recordings.

33. Two male, two female, all native-born, speakers.

34. Cultivated speech at normal speed.

35. Yes.

36. The twelve short stories are transcribed in their entirety. Exercise materials include Exercise "A" from the text, very extensive pattern practice on idioms, and comprehension tests. In addition two stories not in the text are recorded with tests.

37. Comprehension, response to questions, structural variations and transformations.

39. A manual is available only to teachers.

41. Six 7-inch, 1200-foot reels, double track, 3 3/4 ips, two hours per reel ; thirteen 7-inch, 1200-foot reels, double track, 7 1/2 ips, one hour per reel.

43. Unlimited copying authorized from mastertapes for use within purchasing school or agency.

SpEn

SOURCE : PUBLISHER (C, 1964).

1. TARGET LANGUAGE.
Spanish.

2. STUDENT LANGUAGE
English.

3. TITLE.
Fundamentos de Español, First Book.

4. AUTHORS.
Manuel and Catherine Salas.

5. DATE OF FIRST AND MOST RECENT EDITION.
1957.

6. COMPONENTS.
Text, 432 pp. ; teacher's manual, 43pp. ; tapes.

7. PUBLISHER OR DISTRIBUTORS.
Holt, Rinehart, & Winston, Inc. 383 Madison Avenue,
NEW YORK, New York.

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AVAILABILITY.

9. Text, $4.00; teacher's manual, $.60; tapes, free-of-charge moan-for-duplication only.

AREA OF USE.

11. Elementary.

13. U.S. high school.

14. Beginners, adolescent through adult.

PRINCIPLES AND GOALS.

15. Based on the Cleveland plan.

COURSE ORGANIZATION.

19. Five hours a week for two semesters.

21. Each lesson begins with a "lectura" suitable for oral drill and has a variety of exercises. Everything is in Spanish.

22. From start.

AUDITORY COMPONENTS.

32. Magnetic tape recordings.

35. Yes.

36. Publisher has been authorized to make available to schools using Fundamentos de Español, the recordings prepared by the San Bernardino (California) City Schools. They contain spaced versions of the opening sentences of each lesson, the model texts recorded without pauses, and selected exercises.

37. Comprehension, echoic repetition, structural variations and transformations.

41. Eleven hours of tapes, double track 7-1/2 ips.

43. Unlimited copying authorized from master tapes for use within purchasing school or agency.

SpEn

SOURCE : PUBLISHER (C. 1964).

1. **TARGET LANGUAGE.**
Spanish.

2. **STUDENT LANGUAGE.**
English.

3. **TITLE.**
Spoken Spanish.

4. **AUTHOR.**
S.N. Trevino (Foreign Service Institute, New Mexico).

6. **COMPONENTS.**
Book ; key to exercises and tests ; album of twenty-four 78 rpm gramophone recordings ; album of six 33 1/3 rpm gramophone recordings.

7. **PUBLISHER OR DISTRIBUTORS.**
Holt, Rinehart, & Winston, Inc. 383 Madison Avenue NEW-YORK
New-York.

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### AVAILABILITY.

9. Book, $ 3.00 ; key, $ 1.00 ; 78 rpm recordings, $ 47.81, Federal Excise tax, $ 3.19 ; complete course-book, key, 78 rpm recordings - $ 55.00 ; 33 1/3 rpm recordings, $ 43.40, Federal Excise tax, $ 2.60 ; complete course - book, key, 33 1/3 rpm recordings - $ 50.00.

### AREA OF USE.

11. Elementary.

12. Class or self study.

13. United States Armed Forces Institute language training program.

14. Beginners, adolescent through adult.

### AUDITORY COMPONENTS.

32. Gramophone recordings.

33. One male native-born speaker.

34. Colloquial, every day "American-standart" Spanish.

35. Yes.

36. Phrases spaced for repetition.

37. **Comprehension, echoic repetition.**

40. **Forty-eight sides, 12-inch, 78 rpm : twelve sides, 12-inch, 33 1/3 rpm.**

GENERAL OBSERVATIONS AND COMMENTS.

68. **Part of the Holt Spoken Language Series, comprising 22 courses, developed by the Intensive Language Program of the American Council of Learned Societies for the use of the United States Armed Forces Institute.**

SpEn

SOURCE : PUBLISHER (C, 1964)

1. TARGET LANGUAGE.
Spanish.

2. STUDENT LANGUAGE.
English.

3. TITLE.
Speaking Spanish.

4. AUTHORS.
Carl A. Tyre and Annemarie B. Tyre (New Mexico A. & M.).

5. DATE OF FIRST AND MOST RECENT EDITION.
Third edition, 1962.

6. COMPONENTS.
Text, seven tapes.

7. PUBLISHER OR DISTRIBUTORS.
Holt, Rinehart, & Winston, Inc. 383 Madison Avenue NEW-YORK
New-York.

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AVAILABILITY.

9. Text, $ 4.00 ; tapes, free-of-charge loan-for-duplication, or for sale, $ 52.50.

AREA OF USE.

11. Intermediate.

12. Class.

13. U.S. secondary school and college.

14. Intermediates, adolescent through adult.

COURSE ORGANIZATION.

21. Conversational Spanish. Topical vocabularies and texts. Comprehensive and thorough.
CONTENTS : 1. Time, weather and space. 2. Family relationships.
3. The home. 4. Meals. 5. Food. 6. In the city. 7. Transportation.
8. Clothes. 9. Footwear and toilet articles. 10. Communication and finance.
11. The body. 12. Sports. 13. Education. 14. Entertainments.
15. Agriculture and the farm.

## AUDITORY COMPONENTS.

32. Magnetic tape recordings.

33. All native speakers.

35. Yes.

36. The recordings for Speaking Spanish contain the model texts from the book and a complete series of additional pattern drills designed for aural-oral work by the student and not printed in his book. These patterns drill the central points in each lesson.

37. Comprehension, echoic repetition, structural variations and transformations.

41. Seven 7-inch, 1200-foot reels, full track, 7 1/2 ips, thirty minutes per reel.

43. Unlimited copying authorized from mastertapes for use within purchasing school or agency.

SpEn

SOURCE : PUBLISHER (C, 1964)

1. TARGET LANGUAGE.
Spanish.

2. STUDENT LANGUAGE.
English.

3. TITLE.
Sound Spanish.

4. AUTHORS.
Sturgis E. Leavitt and Sterling A. Stondemire (North Carolina).

5. DATE OF FIRST AND MOST RECENT EDITION.
1950.

6. COMPONENTS.
Text, 119 pp. ; one gramophone recording.

7. PUBLISHER OR DISTRIBUTORS.
Holt, Rinehart, & Winston, Inc. 383 Madison Avenue NEW-YORK
New-York.

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AVAILABILITY.

9. Text, $ 3.20 ; recording, $ 3.00, Federal Excise tax, $.23.

AREA OF USE.

11. Elementary.

12. Class or self study.

13. U.S. secondary school and college

14. Beginners, adolescent through adult.

PRINCIPLES AND GOALS.

16. A very brief grammar which aims to teach the basic skills of speaking and understanding, reading and writing.

COURSE ORGANIZATION.

22. From start.

AUDITORY COMPONENTS.

32. Gramophone recording.

35. Yes.

36. Brief conversations and comprehension exercises.

37. Comprehension, echoic repetition.

40. Two sides, 10-inch, 33 1/3 rpm.

SpEn

SOURCE : PUBLISHER (C, 1964)

1. TARGET LANGUAGE.
Spanish.

2. STUDENT LANGUAGE.
English.

3. TITLE.
Getting Around in Spanish.

4. AUTHOR.
S.N. Trevino (Foreign Service Institue, Mexico City).

6. COMPONENTS.
Booklet, one gramophone recording (album form).

7. PUBLISHER OR DISTRIBUTORS.
Holt, Rinehart, & Winston, Inc. 383 Madison Avenue NEW-YORK
New-York.

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AVAILABILITY.

9. Booklet-album, $ 2.98, Federal Excise tax, $ .22.

AREA OF USE.

11. Elementary.

12. Class or self study.

14. Beginners, child through adult.

PRINCIPLES AND GOALS.

16. To give a quick and easy mastery of the basic words and phrases most fraquently used in getting around in Spanish America.

AUDITORY COMPONENTS.

32. Gramophone recording.

35. Yes.

36. Basic words and phrases most frequently used in getting around in Spanish America.

37. Comprehension, echoic repetition.

40. Two sides, 10-inch, 33 1/2 rpm.

SpEn

**SOURCE : PUBLISHER (C. 1964).**

1. **TARGET LANGUAGE.**
Spanish.

2. **STUDENT LANGUAGE.**
English.

3. **TITLE.**
How to Pronounce Spanish

4. **AUTHOR.**
Ernest F. Haden (Texas).

5. **DATE OF FIRST AND MOST RECENT EDITION.**
1953.

6. **COMPONENTS.**
Text, 39 pp.; one gramophone recording.

7. **PUBLISHER OR DISTRIBUTOR.**
Holt, Rinehart, & Winston, Inc. 383 Madison Avenue,
NEW YORK, New York.

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**AVAILABILITY.**

9. Text, $1.40; gramophone recording, $3.60, Federal Excise tax; $.27.

**AREA OF USE.**

11. Elementary.

12. Class or self-study.

14. Beginners, adolescent through adult.

**PRINCIPLES AND GOALS.**

16. Formation of proper speech habits.

**COURSE ORGANIZATION.**

19. Three weeks.

21. Analysis of pronunciation.

22. From start.

**AUDITORY COMPONENTS.**

32. Gramophone recording.

35. Yes.

36. Pronunciation drills.

37. Comprehension, echoic repetition.

40. Two sides, 10-inch, 33-1/3 rpm.

SpEn

SOURCE : PUBLISHER (C, 1964).

1. TARGET LANGUAGE.
Spanish.

2. STUDENT LANGUAGE.
English.

3. TITLE.
Por tierras de España.

4. AUTHORS.
Gloria Giner de los Rios; Luke J. Nolfi and Anna L. Nolfi (Rochester Public Schools).

5. DATE OF FIRST AND MOST RECENT EDITION.
1962.

6. COMPONENTS.
Text, ten tapes.

7. PUBLISHER OR DISTRIBUTORS.
Holt, Rinehart, & Winston Inc. , 383 Madison Avenue,
NEW YORK, New York.

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AVAILABILITY.

9. Text, $4.80; tapes, free-of-charge loan-for-duplication, or for sale, $75.00.

AREA OF USE.

11. Intermediate.

12. Class.

13. U.S. high school.

14. Intermediates, adolescent through adult.

PRINCIPLES AND GOALS.

16. Reader to give the intermediate student an introduction to the customs, folkways, and culture of Spanish people.

COURSE ORGANIZATION.

21. Reading selections, various exercises providing practice within the content and vocabulary presented in each short chapter. Marginal vocabulary notes, questionnaires, and complete end vocabulary.

## AUDITORY COMPONENTS.

32. Magnetic tape recordings.

33. Four native-born speakers.

34. Cultivated/casual speech at normal speed.

35. Yes.

36. Stories from text, questionnaires, supplementary conversations, seven Spanish songs with guitar accompaniment.

37. Comprehension, response to questions, echoic repetition.

41. Ten 7-inch, 1200-foot reels, double track, 7-1/2 ips., one hour per reel.

**SpEn**

SOURCE : PUBLISHER (©, 1964).

1. TARGET LANGUAGE.
Spanish.

2. STUDENT LANGUAGE.
English.

3. TITLE.
Basic Conversational Spanish.

4. AUTHOR.
Gregorv G. Lagrone (Texas).

5. DATE OF FIRST AND MOST RECENT EDITION.
1957.

6. COMPONENTS.
Text, 228 pp.; album of two gramophone recordings; eight 3-3/4 ips. tapes; sixteen 7-1/2 ips. tapes.

7. PUBLISHER OR DISTRIBUTORS.
Holt, Rinehart, & Winston, Inc. 383 Madison Avenue,
NEW YORK, New York.

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AVAILABILITY.

9. Text, $3.40; gramophone recordings, $7.60, Federal Excise tax, $.57 eight 3-3/4 ips. tapes, $80.00; sixteen 7-1/2 ips. tapes, free-of-charge loan-for-duplication, or for sale, $120.00

AREA OF USE.

11. Elementary.

12. Class.

13. U.S. college or secondary schools.

14. Beginners, adolescent through adult.

COURSE ORGANIZATION.

17. Twenty-five.

21. Oral approach. The twenty-five narrative-conversational Spanish texts follow a natural sequence of ideas, and are paralleled by a graduated presentation of syntax. Classroom-tested "pattern" drills and exercises affording structural practice.

22. From start.

23. Every sixth lesson.

32. Gramophone recordings and magnetic tape recordings.

33. Gramophone recordings : native Spanish American speakers (American standard pronunciation), or native Spanish speakers (Castilian, i. e., Madrid standard pronunciation). Tapes : one male native Mexican speaker, one female native Argentinan speaker (Spanish American pronunciation only).

35. Yes.

36. Conversations from text, pattern drills, exercises.

37. Comprehension, echoic repetition, structural variations and transformations.

39. Script of pattern drills not in text available to teachers only.

40. Four sides, 12-inch, 33-1/3 rpm.

41. Eight 7-inch, 1200-foot reels, double track, 3-3/4 ips., two hours per reel; double track, 7-1/2 ips., one hour per reel.

**SpEn**

**SOURCE : PUBLISHER (C, 1964).**

1. **TARGET LANGUAGE.**
   **Spanish.**

2. **STUDENT LANGUAGE.**
   **English.**

3. **TITLE.**
   Intermediate Conversational Spanish.

4. AUTHORS.
   Gregory G. Lagrone (Texas) ; Manuel and Victoria de Romera-Navarro.

5. DATE OF FIRST AND MOST RECENT EDITION.
   1958.

6. COMPONENTS.
   Text, 150 pp. ; album of two gramophone recordings; five 3-3/4 ips. tapes; nine 7-1/2 ips. tapes.

7. PUBLISHER OR DISTRIBUTORS.
   Holt, Rinehart, & Winston, 383 Madison Avenue,
   NEW YORK, New York.

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AVAILABILITY.

9. Text, $ 3.60; gramophone recordings, $7.60, Federal Excise tax, $.57; five 3-3/4 ips tapes, $45.00; nine 7-1/2 ips tapes, free-of-charge loan-for-duplication, or for sale, $67.50.

**AREA OF USE.**

11. **Intermediate.**

12. **Class.**

13. **U.S. college.**

14. **Intermediates, adolescent through adult.**

**PRINCIPLES AND GOALS.**

16. **Course presupposes completion of the first, introductory course, Basic Conversational Spanish (q.v;) . It is designed to develop vocabulary and fluency in the use of the spoken language and to review and provide a thorough understanding of the basic forms of syntax.**

**COURSE ORGANIZATION.**

21. **Part I contains fifteen model passages in Spanish - usually in dialogue from -- together with appropriate exercises :(1) questions in Spanish; (2) suggestions**

for a summary in Spanish; (3) drill exercises; (4) translation from English to Spanish; and (5) topics for related conversation and composition.
Part II. - a formal review of grammar - contains eight units which give an analysis of the important aspects of syntax from a new perspective, using for the examples and the exercises the same vocabulary that is used in Part I., and with emphasis on oral expression in the three types of exercises : (1) drill, (2) comprehension, and (3) completion.
The two parts of the book - carefully integrated as they are - can be used independently, simultaneously, or in either order.

AUDITORY COMPONENTS.

32. Gramophone recordings.

33. One male Colombian, one male Cuban, two male Mexicans, one female Puerto Rican, one female Peruvian, one male Venezuelan speaker.

34. American-standard Spanish.

35. Yes.

36. Conversations, exercises.

37. Comprehension, response to questions, echoic repetition.

40. Four sides, 12-inch, 33-1/3 rpm.

41. Five 7-inch, 1200-foot reels, double track, 3-3/4 ips., two hours per reel, double track, 7-1/2 ips., one hour per reel.

SpEn

SOURCE : PUBLISHER (C. 1964).

1. TARGET LANGUAGE.
Spanish.

2. STUDENT LANGUAGE.
English.

3. TITLE.
Speaking and Understanding Spanish, Revised.

4. AUTHORS.
John A. Thompson and Alfredo Berumen (Louisiana State).

5. DATE OF FIRST AND MOST RECENT EDITION.
1962.

6. COMPONENTS.
Text, 281 pp.; workbook; album of two gramophone recordings; eighteen 3-3/4 ips. tapes; thirty-six 7-1/2 ips. tapes.

7. PUBLISHER OR DISTRIBUTORS.
Holt, Rinehart, & Winston, Inc. 383 Madison Avenue,
NEW YORK, New York.

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AVAILABILITY.

9. Text, $4.20; workbook, $1.80; gramophone recordings, $7.60, Federal Excise tax, $.57; eighteen 3-3/4 ips., $180.00; thirty-six 7-1/2 ips. free-of-charge loan-for-duplication, or for sale, $270.00.

AREA OF USE.

11. Elementary.

12. Class.

13. U.S. college.

14. Beginners, adolescent through adult.

PRINCIPLES AND GOALS.

15. This beginning text in the aural-oral approach is the product of years of experimentation and development in the classroom and language laboratory at the Louisiana State University.

COURSE ORGANIZATION.

17. Forty-five.

19. Five hours a week for one semester or three hours a week for two semesters.

21. Each lesson opens with a brief dramatic dialogue dealing with a real-life situation, usually pointing up significant Hispanic attitudes, and consistently bringing in reference to civilization and culture. The setting is Mexican in the first half, and spanish in the last. The syntax involved is basic; no formal analysis is given in the lessons proper, but in preparing the exercises (totally redone - including pattern drills - in the revision) the student is consistently and continuously sent to the streamlined analysis of grammar found in the appendix.

22. From start.

23. Every fifth lesson.

24. Eighty-four assignements utilizing pattern-drills and transformation drills with vocabulary and syntax integrated with the textbook but not duplicating exercises in the text.

AUDITORY COMPONENTS.

32. Gramophone recordings, and magnetic tape recordings.

33. All native-born speakers.

35. Yes.

36. Gramophone recordings : model texts. Tapes : The first of the 2 complete programs for each lesson contains (1) a pronunciation exercice, (2) the model text with pauses for repetition, (3) the short dialogue for memorization with pauses, and (4) ten simple substitution drills. The second program contains (1) ten varation exercises, (2) the model text without pauses, and (3) the questionnaire.

37. Comprehension, echoic repetition, response to questions, structural variations and transformations, substitution.

40. Four sides, 33-1/3 rpm.

41. Eighteen 7-inch, 1200-foot reels, double track, 3-3/4 ips., two hours per reel; thirty-six 7-inch, 1200-foot reels, double track, 7-1/2 ips., one hour per reel.

43. Unlimited copying authorized from master tapes for use within purchasing school or agency.

SpEn

SOURCE : PUBLISHER (C, 1964)

1. TARGET LANGUAGE.
Spanish.

2. STUDENT LANGUAGE.
English.

3. TITLE.
Modern Approach to Spanish.

4. AUTHOR.
Frederick B. Agard (Cornell).

5. DATE OF FIRST AND MOST RECENT EDITION.
1964 To be published.

6. COMPONENTS.
Text ; gramophone recordings , tapes.

7. PUBLISHER OR DISTRIBUTORS.
Holt, Rinehart, & Winston, Inc. 383 Madison Avenue NEW-YORK
New-York.

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AREA OF USE.

11. Elementary.

12. Class.

13. U.S. secondary school and college;

14. Beginners, adolescent through adult.

COURSE ORGANIZATION.

21. Features a thorough treatment of structure, an abundance of exercise material, a supplement on pronunciation with extensive drill, numerous short dialogues for mimicry-memorization and readings for comprehension based on accompanying pictures. Describes grammar within a more comprehensive linguistic framework in keeping with the trends toward greater aural-oral emphasis and sounder linguistic description. Features consistent recurrence of high-frequency vocabulary items. All drills consist of responses in Spanish to Spanish cues... either transformations or conversational responses. Contains enough exercise material to serve as a basis for almost any amount of supplementary laboratory work, either directed or independent.

22. From start.

AUDITORY COMPONENTS.

32. Gramophone recordings and magnetic tape recordings are in preparation.

43. Unlimited copying authorized from mastertapes for use within purchasing school or agency.

SpEn

SOURCE : PUBLISHER (C, 1964)

1. **TARGET LANGUAGE.**
Spanish.

2. **STUDENT LANGUAGE.**
English.

3. **TITLE.**
Paises, gentes y cosas.

4. **AUTHOR.**
Julio Camba. Editor, James F. Shearer (Columbia).

5. **DATE OF FIRST AND MOST RECENT EDITION.**
1962

6. **COMPONENTS.**
Text, 194 pp. ; 14 tapes,

7. **PUBLISHER OR DISTRIBUTORS.**
Holt, Rinehart, & Winston, Inc. 383 Madison Avenue NEW-YORK
New-York.

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**AVAILABILITY.**

9. Text, $ 3.40 ; tapes, free-of-charge loan-for-duplication, or for sale, $ 105.00.

**AREA OF USE.**

11. Intermediate.

12. Class.

13. U.S. college and secondary school.

14. Intermediates, adolescent through adult.

**COURSE ORGANIZATION.**

17. Forty-seven.

19. To supplement one-semester course.

21. Forty-seven selections by the contemporary Spanish humorist and satirist provide an excellent sampling of his work. Nineteen of the selections reflect Camba's impressions of the U.S.A. ; the others deal with France, England, Spain, Germany, and miscellaneous subjects. Professor Shearer provides an introduction to Camba, notes on his style, a questionnaire on each selection and complete end vocabularies.

## AUDITORY COMPONENTS.

32. Magnetic tape recordings.

33. Six professional native speakers.

34. Cultivated/casual speech ar normal speed.

35. Yes.

36. Reading selections, questionnaires, pattern practices.

37. Comprehension, response to questions, structural variations and transformations.

41. Fourteen 7-inch, 1200-foot reels, 7 1/2 ips, double track, one hour per reel.

43. Unlimited copying authorized from mastertapes for use within purchasing school or agency.

SpEn

SOURCE : PUBLISHER (C, 1964)

1. TARGET LANGUAGE.
Spanish.

2. STUDENT LANGUAGE.
English.

3. TITLE.
Por esas Espanas.

4. AUTHOR.
Pedro Villa Fernandez (Florida).

5. DATE OF FIRST AND MOST RECENT EDITION.
1945. Revised 1964.

6. COMPONENTS.
1964 : text, tapes . 1945 : text, 237pp.

7. PUBLISHER OR DISTRIBUTORS.
Holt,Rinehart , & Winston, Inc. 383 Madison Avenue NEW-YORK
New-York.

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AVAILABILITY.

9. 1945 : text, $ 3.20.

AREA OF USE.

11. Intermediate.

12. Class.

13. U.S. secondary school and college.

14. Intermediates, adolescent through adult.

PRINCIPLES AND GOALS.

16. Offers to students of intermediate Spanish a collection of seventeen stories all of which were written by Professor Fernendez to develop the student's knowledge of the Spanish language while providing insight into certain customs and attitudes prevalent in the Hispanic world.

COURSE ORGANIZATION.

19. Reader to supplement one-or two-semester course.

21. Seventeen stories, all by author. Builds upon the highly successful performance of the first edition and offers a number of new features designed to make the revision even more appealing to a rapidly growing audience. The most successful of the stories in the first edition will be retained ; a few of these will be slightly rewritten to bring them up to date historically. There will be four brand new stories. The exercises will be rewritten and given aural-oral emmphasis.

AUDITORY COMPONENTS.

32. Magnetic tape recordings are in preparation.

43. Unlimited copying authorized from mastertapes for use within purchasing school or agency.

SpEn

SOURCE : PUBLISHER (C, 1964)

1 . TARGET LANGUAGE
Spanish

2 . STUDENT LANGUAGE
English .

3 . TITLE
Spanish for Today .

4 . AUTHORS
Nicholson B. Adams (North Carolina ) ; with the collaboration of Herschel J. Frey (Washington ) .

5 . DATE OF FIRST AND MOST RECENT EDITION
1964 . To be published .

6 . COMPONENTS
Text ; tapes .

7 . PUBLISHERS OR DISTRIBUTORS .
Holt, Rinehart & Winston , Inc. 383, Madison Avenue . NEW-YORK .
(New-York ) .

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AREA OF USE

11. Elementary .

12 . Class .

13 . U.S. secondary schools and college .

14 . Beginners, adolescent through adult .

COURSE ORGANIZATION

17 . Twenty-six .

19 . Three hours a week for two semesters or for two quarter or intensive one-semester course .

21 . A comprehensive introductory grammar emphasizing the oral approach to learning Spanish . Each lesson opens with a conversation based on practical every-day situations and vocabulary . The presentation of grammatical principles features material used in the conversations . Pattern drills follow each grammatical explanation . Contains these highly desirable features :

.../..

- Twenty-six short chapters .
- Lively dialogues in simple yet natural Spanish .
- Effective exercise and drill materials the great majority of which are in Spanish .
- A small controlled vocabulary limited to those words learned in preceding dialogues .
- Constrative presentation of those structures which differ significantly in Spanish and English .
- Pronunciation drills to help the English- speaking student overcome linguistic interference from his native language .

22 . From start .

AUDITORY COMPONENTS

32 . Magnetic tape recordings are in preparation .

43 . Unlimited copying from master tape is authorized for use within purchasing school or agency .

SpEn

SOURCE : PUBLISHER (Q. 1964).

1. TARGET LANGUAGE.
Spanish (as spoken in Latin-America)

2. STUDENT LANGUAGE.
English.

3. TITLE.
Oral Drill in Spanish

4. AUTHORS.
Patricia O'Connor, Associate Professor of Linguistics Brown University.
Ernest F. Haden, Professor of Romance Languages, University of Texas.
Frank Durand, Assistant Professor of Spanish, Brown University.

5. DATE OF FIRST AND MOST RECENT EDITION.
First published 1957; second(revised edition published 1963.

6. COMPONENTS.
Student drill book (text), 192 and x pp.; 22 tapes; 80 color slides.

7. PUBLISHER OR DISTRIBUTORS.
Houghton Mifflin Company, 2 Park Street, BOSTON 7, Massachusetts.

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**AVAILABILITY.**

9. Text, $3.50; tapes, net, $140.80; slides, net, $24.00.

**AREA OF USE.**

11. Elementary courses in high school and college. Review in second-year programs.

12. Class.

13. See # 11.

14. Secondary school through adults.

**PRINCIPLES AND GOALS.**

15. See # 69.

16. The book furnishes drill materials which will help the student form Spanish speech habits. The drills center first on pronunciation, then upon syntactic patterns, which involve both grammatical forms and characteristic word-orders. Together they provide the practice necessary to a mastery of the fundamentals of Spanish grammar.

### COURSE ORGANIZATION.

17. Flexible according to need.

18. Ditto.

19. Ditto.

21. Pattern drills for class, as a group, or in a language lab.

22. Early in course.

### TESTS.

27
31. The course includes two tests. They appear only on tape and are designed to measure the aural comprehension of the student.

### AUDITORY COMPONENTS.

32. Magnetic tapes.

33. Twelve speakers, born in Mexico, men and women.

34. Cultivated speech, spoken at normal conversational speed. Latin-American pronunciation (not Castilian).

35. Yes.

36. Pattern drills.

37. Structural variations and transformations, always in complete Spanish sentence.

38. Oral reinforcement.

39. Optional.

41. 22 seven-inch reels of full-track tape at 7-1/2 ips. Playing time about 11 hours.

43. Purchaser may, with persmission of publisher, duplicate tape for local use only.

### STATIC VISUAL AIDS.

44. Yes, but optional.

45. Optional, There are slides to accompany about 80% of the drills.

46. Both.

47. 35 mm. color slides.

48. Actions, places, things.

SpEn

SOURCE : PUBLISHER (Q, 1964).

1. TARGET LANGUAGE.
Spanish (as spoken in Latin-America)

2. STUDENT LANGUAGE.
English.

3. TITLE.
Oral Drill in Spanish

4. AUTHORS.
Patricia O'Connor, Associate Professor of Linguistics Brown University.
Ernest F. Haden, Professor of Romance Languages, University of Texas.
Frank Durand, Assistant Professor of Spanish, Brown University.

5. DATE OF FIRST AND MOST RECENT EDITION.
First published 1957; second(revised edition published 1963.

6. COMPONENTS.
Student drill book (text), 192 and x pp.; 22 tapes; 80 color slides.

7. PUBLISHER OR DISTRIBUTORS.
Houghton Mifflin Company, 2 Park Street, BOSTON 7, Massachusetts.

---

AVAILABILITY.

9. Text, $3.50; tapes, net, $140.80; slides, net, $24.00.

AREA OF USE.

11. Elementary courses in high school and college. Review in second-year programs.

12. Class.

13. See # 11.

14. Secondary school through adults.

PRINCIPLES AND GOALS.

15. See # 69.

16. The book furnishes drill materials which will help the student form Spanish speech habits. The drills center first on pronunciation, then upon syntactic patterns, which involve both grammatical forms and characteristic word-orders. Together they provide the practice necessary to a mastery of the fundamentals of Spanish grammar.

## COURSE ORGANIZATION.

17. Flexible according to need.

18. Ditto.

19. Ditto.

21. Pattern drills for class, as a group, or in a language lab.

22. Early in course.

## TESTS.

27
31. The course includes two tests. They appear only on tape and are designed to measure the aural comprehension of the student.

## AUDITORY COMPONENTS.

32. Magnetic tapes.

33. Twelve speakers, born in Mexico, men and women.

34. Cultivated speech, spoken at normal conversational speed. Latin-American pronunciation (not Castilian).

35. Yes.

36. Pattern drills.

37. Structural variations and transformations, always in complete Spanish sentence.

38. Oral reinforcement.

39. Optional.

41. 22 seven-inch reels of full-track tape at 7-1/2 ips. Playing time about 11 hours.

43. Purchaser may, with persmission of publisher, duplicate tape for local use only.

## STATIC VISUAL AIDS.

44. Yes, but optional.

45. Optional, There are slides to accompany about 80% of the drills.

46. Both.

47. 35 mm. color slides.

48. Actions, places, things.

SpEn

49. To trigger student responses in drills by providing visual clues for substitutions.

**GENERAL OBSERVATIONS AND COMMENTS.**

69. The product of several years of experimentation at the University of Texas and Stanford University, **ORAL DRILL IN SPANISH** is based on two premises : (a) that the over-all learning of a foreign language is most effectively achieved by the oral-aural approach, and (b) that the structure of the foreign language is mastered by the drill to the point of habit formation. The drill book is devided into three sections : (1) Pronunciation Drills introduce gradually the articulations of all the Spanish sounds and furnish examples of the most typical combinations of these sounds. (2) Pattern Drills furnish practice in the use of various basic items of Spanish grammar. (3) An appendix -- An Introduction to Spanish Pronunciation.

SpEn

SOURCE : PUBLISHER (Q. 1964).

1. **TARGET LANGUAGE.**
Spanish.

2. **STUDENT LANGUAGE.**
Designed for English-speaking students, this set employs the aural-oral approach, so it may be used in practically any country to teach Spanish as a second language.

3. **TITLE.**
Elementary Spanish for Young Americans.

4. **AUTHORS.**
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5. **DATE OF FIRST AND MOST RECENT EDITION.**
1960.

6. **COMPONENTS.**
Set of six full-color filmstrips, three 33-1/3 rpm records (narrations back-to back), teacher's guide with Spanish-English translations.

7. **PUBLISHER OR DISTRIBUTORS.**
Society for Visual Education, Inc. , 1345 Diversey Parkway, Chicago, Illinois 60614.

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**AVAILABILITY.**

9. Each filmstrip with record ............................ $8.00
Sets of 2 f/s with 1 record, as follows:
188-1SR - EN LA SALA DE CLASE/ DESPUES DE LA ESCUELA
188-2SR - CON LA FAMILIA/ EN CASA
188-3SR - POR LA MANANA/ EL CUMPLEANOS DE CARLOS

Each set.................................. $ 13.00
188-SR - Complete series of 6 f/s, 3 records, guides ... $ 35.10
All prices : f. o. b. , Chicago, Illinois.

10. Public distribution authorized; all reproduction rights are reserved by Society For Visual Education, Inc.

**AREA OF USE.**

11. Elementary (Grades 3 through 6)

12. Designed primarily for classroom use; may also be used for independant study.

13. American elementary schools.

14. Introductory Spanish language study for elementary and secondary schools, adults.

## PRINCIPLES AND GOALS.

16. To facilitate the aural learning of Spanish by associating common, familiar objects with short, simple phrases.
To present several common grammatical constructions of Spanish and to help students retain them by repetition and review.
To give students living Spanish terms rather than inapplicable "literary" expressions, and to provide a basis and incentive for further study of Spanish.

## STATIC VISUAL AIDS.

44. Full-color illustrations of familiar objects with sound on 33-1/3 rpm. records.

45. Six different filmstrip-record study units, averaging between 43-52 frames per filmstrip.

46. Original full-color cartoon illustrations by Justin Wager.

47. 35mm filmstrips, with sound on 33-1/3 rpm records.

48. Students are introduced to Spanish by a boy and a girl of elementary school age, Carlos and Carmen. Spanish expressions for familiar objects and situations are provided by Carmen and Carlos' activities at school and at home. Scripts are recorded completely in Spanish on 33-1/3 rpm. records by native Spanish-speaking people. Each word or group of words is repeated twice on the record. Enough time is allowed between each repetition for students to pronounce the words. Each filmstrip is divided into four parts so that the teacher can use a small unit at a time to obtain maximum comprehension and retention among students. The fourth part of each filmstrip is a review section using the question-answer technique. All the filmstrips except the first contain Spanish songs that students can easily learn.

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|---|---|
| 188 - 1 | EN LA SALA DE CLASE (IN THE CLASSROOM) f/s, 46 frames (17 minutes) |
| 188-2 | DESPUES DE LA ESCUELA (AFTER SCHOOL) f/s, 49 frames (19 minutes) |
| 188-1RR | Record for above (narrations back-to-back) |
| 188-3 | CON LA FAMILIA (WITH THE FAMILY) f/s, 46 frames, (19 minutes) |
| 188-4 | EN CASA (AT HOME) f/s, 43 frames (18 minutes) |
| 188-2RR | Record for above, narrations back-to-back) |
| 188-5 | POR LA MANANA (IN THE MORNING) f/s, 52 frames (17 minutes) |
| 188-6 | EL CUMPLEANOS DE CARLOS (CARLOS' BIRTHDAY PARTY) f/s, 43 frames, (18 minutes) |
| 188-3RR | Record for above , narrations back-to-back) |

49. A combined aural-oral method of visualizing "living" situations, common objects, with accompanying native voices, for use alone or to reinforce other methods of Spanish language instruction.

## GENERAL OBSERVATIONS AND COMMENTS.

69. The aural-oral approach lets children hear.. say.. and see, to absorb beginning conversational ability in Spanish easily and naturally.

YoEn

SOURCE : AUTHOR (Q. 1964)

1. TARGET LANGUAGE.
Yoruba.

2. STUDENT LANGUAGE.
English.

3. TITLE.
Unnamed as yet. Tentative name usurped. I hope : "Yoruba".

4. AUTHOR.
Wm. E. Welmers, Professor of African Languages,
University of California, Los Angeles.

6. COMPONENTS.
Student text, tapes.

7. PUBLISHER OR DISTRIBUTORS.
Public distribution will be authorized. Publishing arrangements incomplete; probably multilith duplication.

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AVAILABILITY.

8. Yes. Anticipated termination date sometime in 1965.

AREA OF USE.

11. Elementary, one year.

12. Class study, with supervising linguist and native-speaking informant, or reasonable fascimile of both combined in one person.

13. University graduate or undergraduate students; Peace Corps training programs; mission language schools.

14. College through adult.

PRINCIPLES AND GOALS.

15. Phonologic and grammatical analysis follows primarily the author's own principles for African languages, with general agreement among American professional counterparts.
Lexical and structural material based on work with several informants, including oral narratives. About 1000 lexical items planned.

16. (1) Accuracy in phonology, particularly tone, sufficient so that the student cannot be misunderstood. Should be acquired 1/3 of the year.
(2) Mastery of all major, productive grammatical patterns.
(3) Competence in all common social situations.
(4) Preparation for self-improvement in vocabulary, idioms, and fluency.

### COURSE ORGANIZATION.

17. Probably 28, including class and lab, not differentiated in lesons.

18. One, two, or three class hours to one lab hour.

19. Minimum one hour per day, five days per week, for one academic year. Can be covered in four hours per day, five days per week, for eight weeks.
(Peace Corps program two hours per day, five days a week, for ten weeks, is expected to cover about half the course).

20. None at first, building up to one hour per class hour about half way through.

21. Organization varies. An early type includes drills which are at once pronunciation drills (especially for tone) and pattern drills, question-answer drills, short dialogues. Each lesson includes very brief grammatical explanations when needed.

22. From start; may be dropped about half way through.

23. No formal review lessons.

24. No.

25. No manual needed if a linguist handles the course.

26. Imitation (largely individual) with careful correction; analogic and review production ; questions and answers; conversation; monologues.

### TESTS.

27-31. No formal tests used to date.

### AUDITORY COMPONENTS.

32. Tapes.

33. One male native speaker to date; probably others before completion.

34. Casual and cultivated speech, slightly slower than normal speed at first.

35. Yes.

36. Combination pronunciation-pattern drills, dialogues, monologues, texts for dictation, materials for comprehension.

37. As appropriate to the particular material, but not translation.

38. Oral.

39. Use recommended in early lessons until student knows exactly what he is supposed to be hearing (especially in regard to tone).

41. Not all information available. In part, fifteen-minute tapes divided into units suitable for five-minute endless loop tapes.

42. -- (will be high quality)

43. Copies will be allowed; procedure dubious.

## PROGRAMMED COURSE MATERIALS.

59-67. Some principles of programmed teaching are incorporated.

## GENERAL OBSERVATIONS AND COMMENTS.

68. Further comment on 16 : For a partial program such as a Peace Corps training program, Goals (1) and (4) are expected to be achieved. Goals (2) and (3) can be achieved only in part; however, the course is designed so that the most important grammatical points are covered, including all morphotonemic alternations, during the first half.

69. This course was first conceived because of the need for instructional materials for Peace Corps training programs. For this purpose, unlike other courses (FSI, Wolff), major grammatical constructions are introduced rather rapidly during the first part of the course. Correspondingly, the vocabulary is kept rather small. Goals (1) and (4) (in 16 above) are emphasized, though (2) and (3) are not neglected, during the first half.

## KEY TO COURSE ENTRIES

### General Data

1. Target Language.
2. Student Language.
3. Course Name.
4. Authors.
5. Date of first and latest edition.
6. Summary of components.
7. Publisher and/or distributor.

### Availability

8. If not yet completed, anticipated completion date.
9. Cost of course components.
10. Special restrictions on distribution.

### Area of Use

11. Course level.
12. Class or self-study?
13. Primary application.
14. Possible application.

### Principles and Goals

15. Linguistic bases.
16. Intended outcomes.

### Course Organization

17. Total number of lessons.
18. Ratio of class to laboratory sessions.
19. Recommended study schedules.
20. Recommended amount of home study.
21. Organization of student-text lesson.
22. When is written text introduced?
23. Periodicity of review lessons.
24. Type of student-workbook exercises.
25. Scope of teacher's manual.
26. Typical class activities.

### Tests

27. Placement or achievement tests?
28. Frequency of use.
29. Physical form.
30. Skills measured.
31. Construction of test.

### Auditory Components

32. Records or tapes?
33. Speaker data.
34. Style of language.
35. Timed for student response?
36. Types of texts recorded.
37. Student activities in audio session.
38. Student responses confirmed?
39. Written texts used?
40. Physical specifications of gramophone records
41. Physical specifications of tapes
42. Sound specifications of recordings.
43. Publisher's policy on duplication.

### Static Visual Aids

44. Images an essential component?
45. Intensity of image use.
46. Photographs or drawings?
47. Mode of presentation.
48. Image contents
49. Mode of use.

### Motion Pictures

50. Physical data on films.
51. Physical data on videotapes.
52. Number and length.
53. Prepared in target-language country?
54. Actors or animation?
55. Contents.
56. Rhythm of use.
57. Student activities.
58. Teaching functions performed.

### "Programmed" Courses Components

59. Extent of programming.
60. Program type.
61. Number of frames.
62. Available in pencil-and-paper form?
63. Types of stimuli.
64. Types of student response.
65. Types of reinforcement.
66. Form of teaching machine program.
67. Name of associated machine.

### General Observations and comments

68. Additional details.
69. General summary.
70. Bibliography of references to course.